

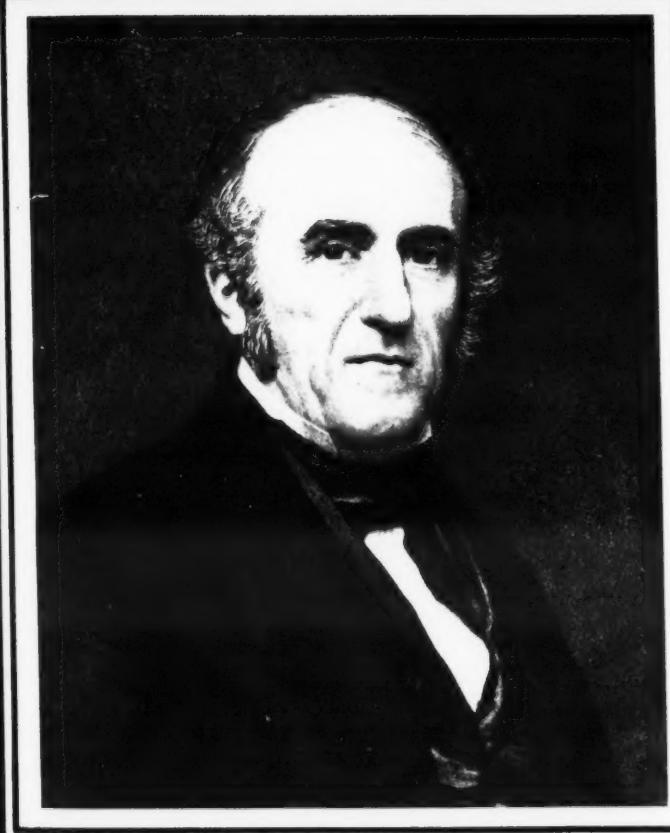
MAR 5 - 1934

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School Board Journal

A PERIODICAL *of* SCHOOL ADMINISTRATION



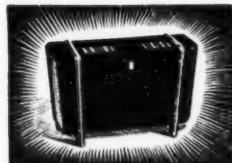
MARCH
1934

THE BRUCE PUBLISHING COMPANY
MILWAUKEE

NEW YORK

CHICAGO

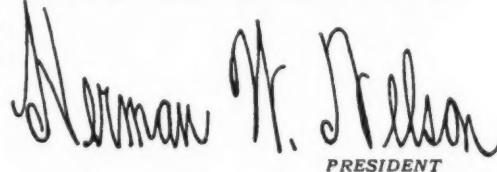
OF IMPORTANCE TO SCHOOL AUTHORITIES



Once more the American people take up the work of providing adequate housing for the school children of the nation. This is made possible by grants and loans under the P.W.A. as well as the general improvement of the business outlook throughout the nation. Once again architects, school authorities and members of the trade are concerned with the many problems of air conditioning these new schools.

Not only has the Herman Nelson Corporation pioneered in this field, but they have, in addition, maintained an adequate force of representatives to assist in finding the correct solution to each individual heating and ventilating problem. Fortunately enough at this time this large organization is intact and eager to be of service. Not only has this travelling field force been maintained during the past few trying years, but in some cases it has been augmented and strengthened as well in order to better care for the new problems which are presenting themselves.

The Herman Nelson Corporation feels that the above will be welcome information to those faced with the responsibility of selecting the proper heating and ventilating equipment for schools. The present increase in school construction justifies our confidence that the American people will continue their efforts toward supplying adequate housing facilities for the school children of the nation; a large number of whom are now working under conditions which, according to some authorities, do not meet even the minimum standards of lighting, ventilating, sanitation and safety.



PRESIDENT

THE HERMAN NELSON CORPORATION

Heating, Ventilating, and Air Conditioning Equipment for Schools

MOLINE, ILLINOIS



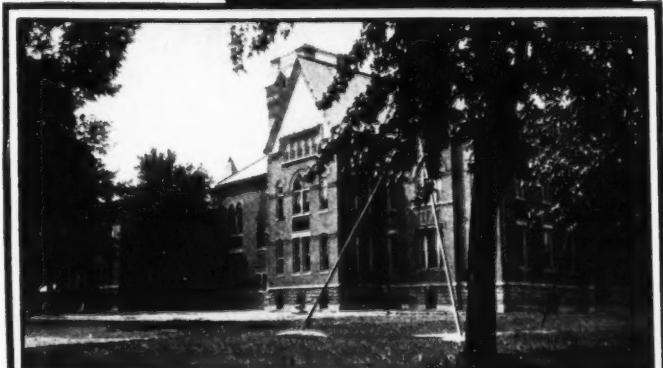
ECONOMY *through* *Modernization*

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DUAL SYSTEM of AUTOMATIC TEMPERATURE CONTROL

For the season of 1931-32, without automatic temperature control, the group of buildings at Columbia City, Indiana, required 8,070,000 pounds of steam condensate for heating. The Johnson Dual System was installed in the fall of 1932, and 3,152,000 pounds were used in the winter of 1932-33, a saving of 60.9%. The "money saving" referred to by the COMMERCIAL MAIL of Columbia City, Indiana, June 22, 1933, represents a slightly greater percentage, due to a change in the method of computing the charges made to the Board of School Trustees by the municipal heating plant.

This particular case is merely a striking example of the dividends paid by a Johnson System of Automatic Temperature Regulation. Often, the entire cost of the system is returned in a surprisingly short time. The Johnson Dual System insures a uniform temperature during periods of full building occupancy, and a reduced temperature in unoccupied rooms during the evening hours, without separate steam mains. Buildings equipped with single-temperature systems may be fitted with "Dual" thermostats to secure additional savings. Let our nearest branch office make a survey and quotation!



Pictured above: The West Ward, Marshall Memorial Hall and High School Buildings, Columbia City, Indiana.

JOHNSON SERVICE COMPANY

Main Office and Factory: Milwaukee, Wis.

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YOUR reputation as a school-man is not only based upon the pupils' report cards but also upon how frequently they are exposed to minor contagions. The major illnesses are amply taken care of by medical authorities and visiting nurses. It's the day to day health of children that must be looked after. Frequent absences are usually laid at your door.

You can't take too many precautions against the spread of disease. Especially so-called children's diseases. Valuable classroom hours are lost, taxpayers' money wasted and children suffer needlessly. Prevention is simple and inexpensive.

One of the most effective safeguards against disease and infection is clean hands, which means an individual towel service—
A. P. W. Onliwon Towel Service.

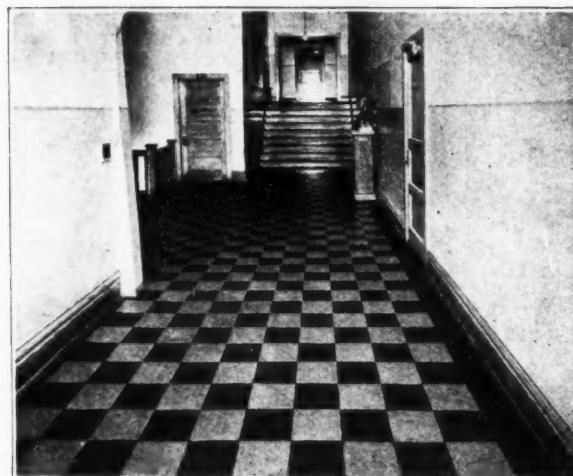
It provides each student with a fresh, clean towel every time the hands are dried—each one served double-folded from a sanitary Onliwon Cabinet. And double-folded means doubly absorbent and doubly hard to puncture with wet fingers. One Onliwon Towel makes a better dry than several ordinary towels.

Onliwon Cabinets protect them from dust and germs that roll-paper and common towels are exposed to—discourage waste and prevent theft. School authorities everywhere are changing to A. P. W. Onliwon. In fact, Onliwon Service is used by more schools than any other washroom service on the market. Equip your school with health-protecting, economical Onliwon Towels and its companion service A. P. W. Onliwon Tissue.



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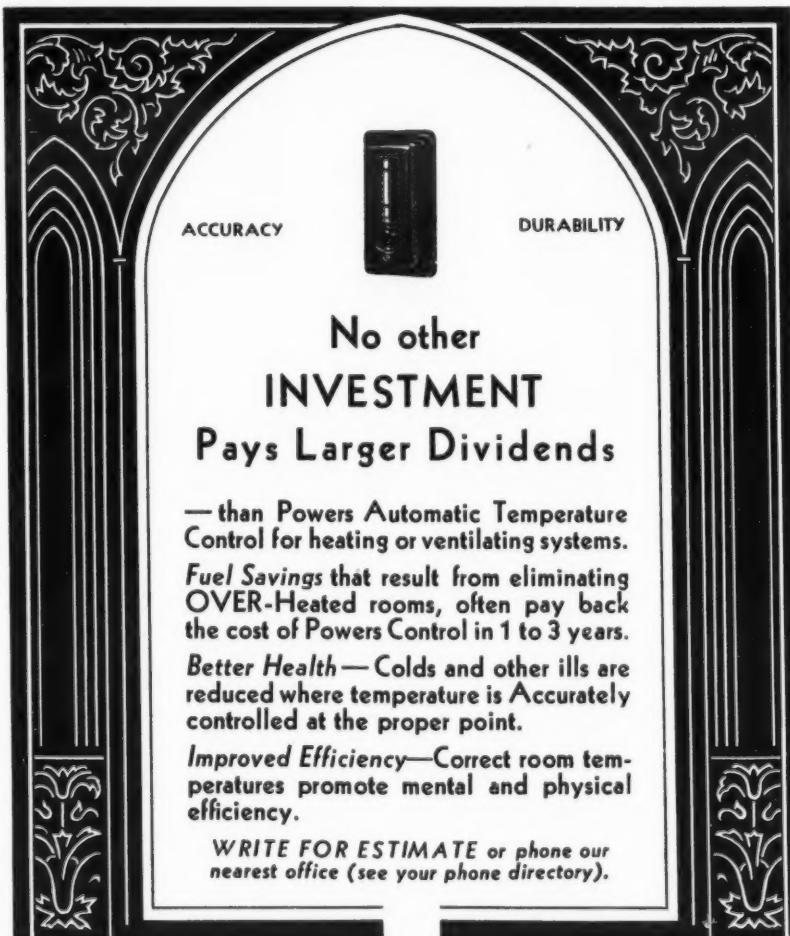
Hundreds of schools are using it because it is durable — beautiful — easy to maintain and the most economical in first cost.

Send for Our Free Book — "FLOORS THAT ENDURE"

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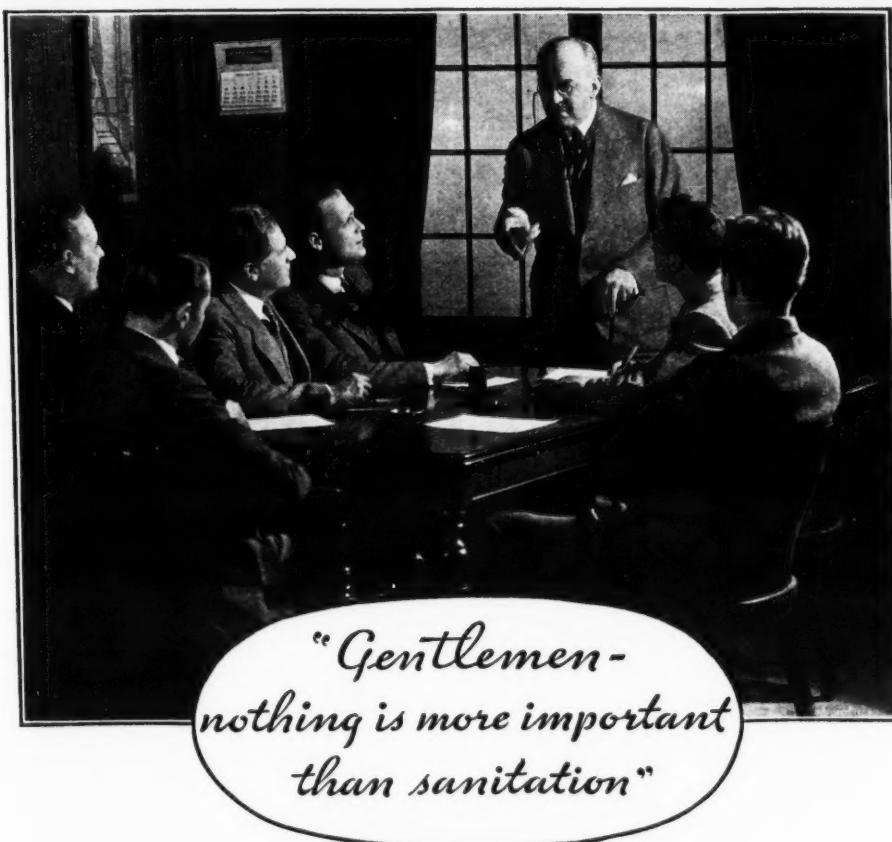
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The scene: a school board meeting in any progressive city.

The subject: equipping schools with the new Crane LOWALL closet, a fixture that is more effective than any lecture in teaching habits of sanitation.

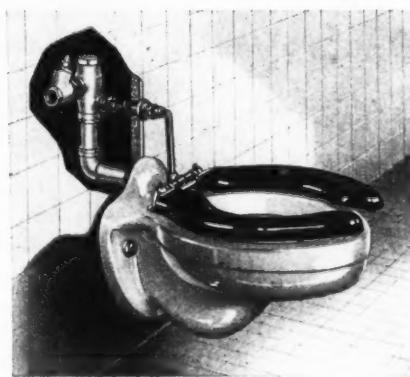
From floor to rim, the closet measures only 13½ inches. There is space beneath for keeping the floors immaculate. The hard rubber seat is elongated and open

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The blow-out flushing action, aided with a jet, is thorough and sanitary. The vitreous china of the bowl is the most easily cleaned of all plumbing wares. The Crane reputation gives final assurance of satisfactory

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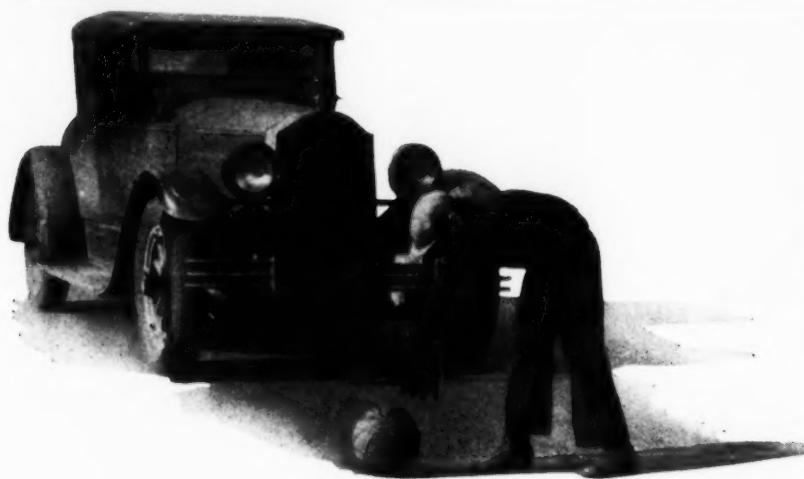


C10354 Crane LOWALL closet with Delta seat-operated flushing valve

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Secure full details of Cyclone's many superiorities, including the use of rust resistant copper steel and erection by factory trained crews. Address Department "AS."

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The Cyclone Fence at the left is installed around the tennis courts at the John Muir Technical High School. The Cyclone Fence and gates at the right are enclosing the girls' playground at the John Muir Technical High School, Pasadena, California.



CYCLONE, not a "type" of fence, but fence made exclusively by CYCLONE FENCE COMPANY and identified by this trade-mark.

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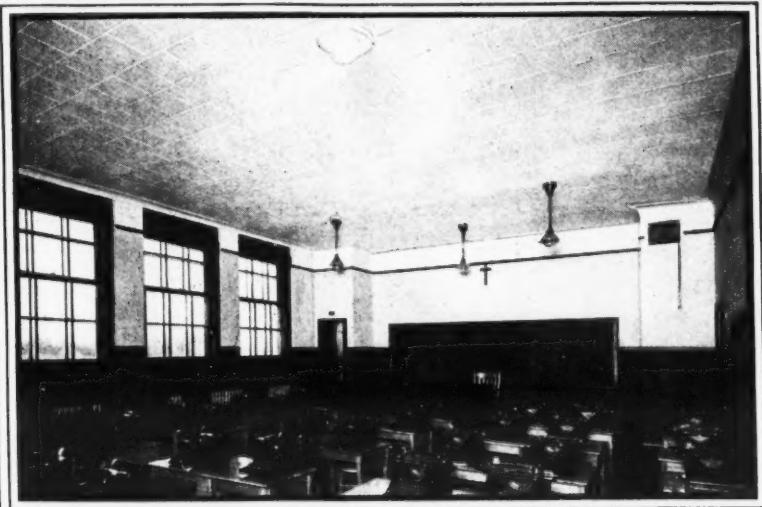
Two-Stream Projector

HALSEY TAYLOR

DRINKING FOUNTAINS

**Quiet School Rooms
Promote
Mental Hygiene**

Children react quickly
to less noisy rooms and
corridors



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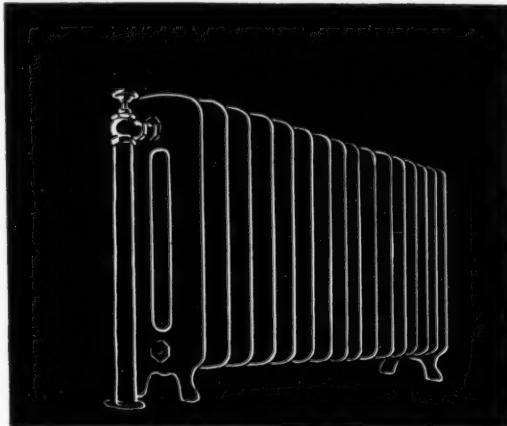


FOR THAT NEW SCHOOL...

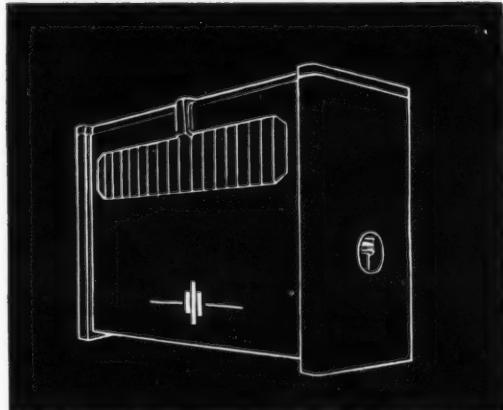
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Plastered in
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MINNEAPOLIS-HONEYWELL
Control Systems

What Shall We Buy?

In the February issue the general question of "When to Buy" was discussed.

"What to Buy" is the second important question.

Financing for school construction and equipment purposes in most cases is on a long-term credit basis. Improvements should outlast the investment. If future taxpayers will pay part of the improvement, they are entitled to a partial usage.

This applies to equipment especially. Equipment should be purchased that will stand the wear and tear of long years of service. To do that the buyer will have to buy on quality, not on price; select products that are capable of long-time service.

It is better to buy long on price and get a longer service than to buy short on price and get a shorter service.

Replacements are expensive and produce a condition which tends to pyramid equipment requirements.

The cost of cheap goods lies largely in the cost of materials. PWA funds are intended not to buy materials but to buy labor.

The extra labor of properly seasoning materials, the added labor resulting from the careful processes in manufacture — these are the projects that the Administration is seeking.

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To buy a well manufactured product, a product upon which the major item is the expense of the manufacturing process, is to put men to work in conformity with PWA demands.

You are thus cooperating in the government movement to put men to work and at the same time you are rendering an improved service to the community which you serve.

The greatest service will be to the taxpayer who pays the bill.

National School Supply Association
176 West Adams Street
CHICAGO



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Are your classrooms like---THIS---or---THIS



PROTECT your pupils from window shades that shut out LIGHT. Shades that cause semi-darkened classrooms. Inadequate working light often leads to eyestrain, nearsightedness and nervous disorders. Pupils become fidgety—difficult to control—slowed up mentally. Children need not labor under such a classroom handicap with Draper Adjustable Shades, which keep the glare OUT, but let the light IN.

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EVANS

"Vanishing Door" WARDROBE

Class J

equipped with either "Floor" type (as illustrated) or "Jamb" type hinges. This is Class D wardrobe if made with flush doors.

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High in Quality — Low in Cost

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The "Vanishing Door" hinges on which the doors are hung are made with double pivoted arms and swing the doors back into the wardrobe entirely out of the way. Simple—trouble-proof—and last as long as the building.

Wardrobes are furnished complete in the knock-down, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The cost of installation is small.

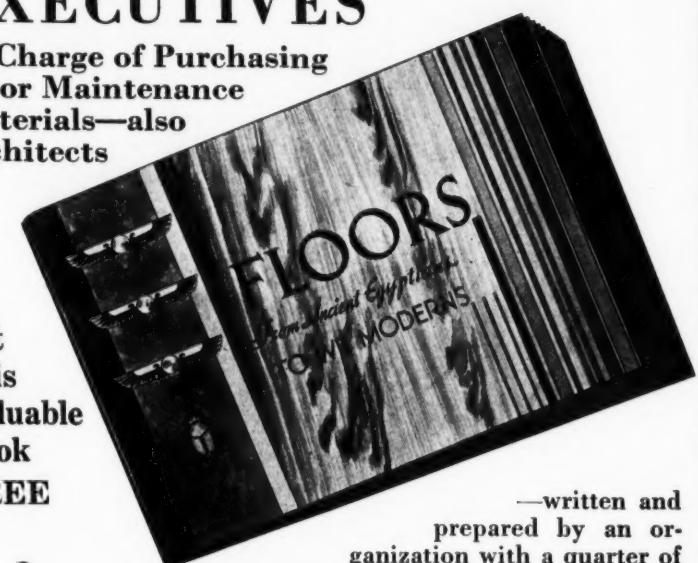
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Floor Maintenance
Materials—also
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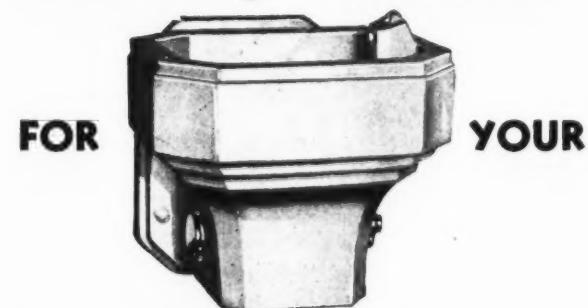
—written and prepared by an organization with a quarter of a century of experience in manufacturing materials and maintaining floors. Beautifully illustrated with reproductions of fine paintings. Replete with valuable information on care and maintenance of all types of modern floors, including rubber, asphalt, tile, linoleum, cork, terrazzo and wood.

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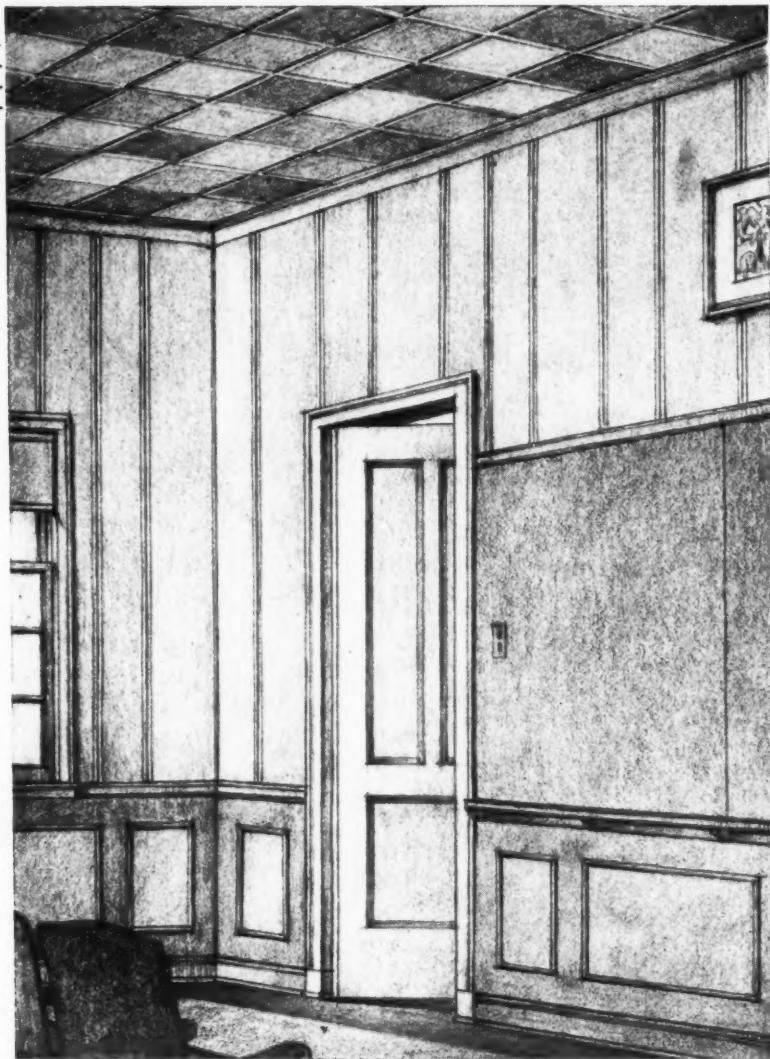
The advanced sanitary standards of this Rundle-Spence Model are evident in the angle stream non-squirting jet and the placing of the nozzle orifice above the bowl rim to prevent contamination if drain clogs.

There are many other wall and pedestal models in our complete line. Write for illustrated catalog.

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BALSAM-WOOL
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Products of Weyerhaeuser

VOL 88
No. 3

THE AMERICAN School Board Journal

MARCH,
1934

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A Sensible Outlook!

Weighing and measuring the nation's economic status, certain conclusions as to the future have been clarified. The trend is toward a brighter day. The outlook is promising.

The school situation has assumed a definite aspect. The weak spots are before us. While the educational interests as a whole have been subjected to definite economies, they are, in the main, on a stable basis and reasonably secure.

The weak spots are receiving attention. The school districts in distress are coming under consideration for state and federal aid. Legislatures in some of the states where the situation demanded attention have come forward in a wholehearted way.

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THE EDITOR

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MESSENGERS OF PROGRESS!

Rules and Regulations of the Board of Education

Daniel P. Eginton, Assistant Supervisor in Research and Finance, Connecticut State Board of Education

Although "Order is heaven's first law" according to Pope, it is disheartening to discover how few boards of education in smaller communities have any systematic and effective method of dealing with the hundreds of problems and questions which they must pass upon. Some boards still meet situations without foresight, intelligent planning, thorough understanding, and scientific study. As a result of this unorderly and chaotic method or procedure, there is much duplication of effort and time lost by the superintendent and board dealing with trivial and insignificant matters which should be handled by the professional staff in accordance with the established policy of the board as developed and explained in the written rules and regulations. There are demoralizing misunderstandings because the powers and duties and privileges of the various members of the professional staff have never been clearly defined. Inefficiency and confusion exist because of a lack of a well-balanced procedure or plan, and there is a general failure to use the expert assistance of the superintendent in the formulation of sound educational policies.

Definite Rules Essential

It is as impossible to organize and administer a satisfactory system of schools without adequate written rules and regulations as it is for a conductor to operate a train without orders from the trainmaster! Therefore, one of the first functions of the wise superintendent or supervisor is to help the board of education draw up rules and regulations to determine the major policies of the organization. Since each school system faces peculiar problems which can be dealt with effectively only in accordance with the factors involved in the local situation, it is impossible to formulate general principles or criteria which will be fitted and adjusted to the conditions, problems, and personnel of a specific school. There is always an urgent need to study general criteria so as to apply them locally. There are several general principles, however, that are generally accepted as sound principles of educational administration which should be closely followed by the local board of education. These should be carefully studied so that they are clearly understood and observed. The following are some of the basic principles which should be observed in drawing up satisfactory rules and regulations for a public school system:

I. Rules and regulations should be carefully formulated as follows:

1. Such activity may reasonably call for the appointment of a special subcommittee of large boards.
2. The superintendent should always act as an advisory member of the committee or full board.
3. Other members of the local staff or outsiders should be called in as needs arise.
4. The rules and regulations used in towns and cities having educational systems of recognized merit may profitably be studied.
5. Previous votes of the board should be studied and incorporated where desirable.
6. Before adoption, the proposed body of rules and regulations may profitably be submitted to experts in the field or to the state department of education for review and criticism.
7. Final adoption should rest with the board as a whole.
8. Provision should be made for an annual thorough check-up.

What Rules Must Include

II. The purpose of the rules and regulations should be to guide and regulate the deliberations and actions of the school board and its members in regard to general educational matters and procedures and to provide an

effective means of gaining a thorough understanding between the board and the professional staff and other employees.

III. They should be most carefully drawn up after extensive study, be written in simple language, be consistent with law, encourage and assure wise initiative, and guarantee persons freedom within necessary limits.

IV. They should define clearly the general powers and duties of the professional staff and other employees, but should not attempt to define or dictate purely educational procedures.

V. They should determine the basic administrative organization or framework of the schools and the fundamental policies of control.

VI. With respect to the question of making provision for setting up a desirable administrative and supervisory organization, the following principles should be observed:

1. There should be centralization of responsibility so as to insure unity of control.

2. The board of education with the advice of its professional executive, should decide upon questions of policy and finally evaluate the general results of the educational program, but should delegate the responsibility of carrying out policies to its executive agent.

3. The fundamental purposes of the schools and the means of achieving them must be determined clearly before proceeding to set up the administrative organization.

4. Authority and responsibility should be redelegated so as to localize responsibility, avoid overlapping of powers and duties, consolidate the control of similar or coordinate functions under a single head, formulate a straight line of executive authority, and insure efficient and harmonious performance of all members of the professional staff.

5. The professional staff should be classified into *line* or executive officers and *staff* or informing officers.

6. Administrative units should be closely articulated so as to provide maximum, smooth, continuous growth of all pupils.

7. The coöperation of all the other local educational agencies — home, church, press, social centers, theater, etc. — should be encouraged and secured as far as possible.

8. Each member of the organization should be placed so as to render most efficient service and be best satisfied.

9. The coöperation and integration of the professional personnel should be promoted.

10. The organization should be sufficiently flexible to provide adequately for the individual differences of teachers and pupils.

11. The cross-fertilization of ideas should be promoted.

12. Changes should be anticipated and adequately provided for through scientific study of all policies and procedures.

Functions of the Board and Superintendent

VII. With respect to the specific status and functions of the board of education, the following criteria should be observed:

1. The board should function as a whole and should not appoint standing committees which invariably assume executive functions that can be discharged only by professionally prepared persons; and also tend to substitute committee judgment for the judgment of the whole board.

2. The major functions of the board of education may be generally enumerated as follows: (a) to select a competent executive to act as superintendent of schools and to employ a competent staff; (b) in accordance with the advice of their executive, the wishes of local community, and the legal statutes to determine the general educational policies of the school; (c) to evaluate the soundness of proposals which influence the educational program; (d) to see that adopted policies are carried out satisfactorily by the superintendent and his associates; (e) to accept final responsibility for the adoption and results of policies.

VIII. With respect to the particular position of the superintendent the rules should conform to these principles:

1. He should be the educational executive head of the school system and be responsible for carrying out all agreed-upon policies of the school.

2. Within the broad policies and general rules, he should be responsible for, and in control of, the professional staff and other employees of the school board.

3. He should be responsible for defining, coördinating, and directing the work of all the staff and other employees of the school and for checking upon results.

4. He should have the authority to nominate members of the staff and other employees.

5. He should be responsible for determining all of the needs of the schools.

6. He should be responsible for initiating all policies pertaining to educational and financial matters.

7. He should be responsible for advising the board on all matters pertaining to educational theory and the work of the local schools.

8. He should attend all board meetings except those in which questions pertaining to him are discussed.

9. He should be responsible for gaining the coöperation of the other local educational agencies in order to develop a satisfactory educational program.

10. He should be responsible for an adequate program of informing the public of the work of the schools and of trends and methods of modern education.

11. He should be responsible for placing members of the staff so that they may render their best service and be most satisfied.

12. He should be held directly responsible for the development of a satisfactory educational program.

13. He should be responsible for determining and planning the building needs and for securing the kind of modern, flexible, hygienic buildings and equipment suited to a modern educational program.

14. He should be responsible for developing a thorough program of stimulation, guidance, and professional advancement of his staff.

15. He should be expected to keep himself, associates, and the board informed of modern practices and trends in education.

16. He should be responsible for the development of modern, simple, accurate, and responsible methods of business administration and financial accounting.

17. He should avoid the attitude of an autocrat or dictator and use democratic, coöperative methods which are considered most desirable in our democratic social order.

18. He should refer communications and complaints to the board only when they cannot be adjusted satisfactorily through his office.

(Concluded on Page 73)



DR. DANIEL P. EGINTON
Assistant Supervisor in Research and Finance,
Connecticut State Board of Education,
Hartford, Connecticut.

The Superintendent and the Internal Administration of the Large High School

S. A. Hamrin, Associate Professor of Education, Northwestern University

In the present crisis in school administration, it may not be amiss to give some attention to problems of internal organization, to those of the relationship existing between the superintendent of schools and those supervisory and administrative officers who are responsible to him. One such question is that of the control of the superintendent over the internal administration of the high school. This inquiry brings into bold relief the relationship existing between the superintendent of schools and the high-school principal. Attention can well be given to the proper allocation of responsibilities among these two officials, to a discussion of the professional connection continuing between them. Many changes have taken place in secondary education during the past few decades, some of which have complicated the administration of high schools. It may be well to set forth some of these modifying influences in order that we may examine later the part to be played in such administration by the superintendent and principal.

While much consideration has been given to the remarkable growth in enrollment in high schools, less thought has been directed toward the places where the increases have occurred. Until about 1910, the addition in enrollment might have been accounted for, in large part, by an increase in the number of schools. The period since 1910, however, has been characterized by an increase in the size of high schools, rather than by addition in the number of schools. Although the average number of pupils per school increased little between 1890 and 1910, only from 80.4 to 89.6 pupils per school, the average number of pupils per school has increased enormously since that time. In 1920, there were 139.5 pupils per school; in 1926, there were 211.2 pupils; in 1930, this number had increased to 234 pupils. There were but 632 high schools with an enrollment of over 500 in 1917-18; the number in 1925-26 was 1,757; in 1930, this had mounted to 2,516. Many of the small high schools of two decades ago are today large high schools. When high schools were small, the problems of internal administration were relatively simple. Increase in size alone has added to the complexity of the inherent organization.

Not only are there more pupils in each school now, but the pupils represent more diverse social, economic, and intellectual strata than did those of a few years ago. High-school attendance has become common among all classes of people. Whereas a few decades ago, the high school enrolled principally pupils belonging to the so-called upper classes, now all social groups are represented in the high school. The school is, therefore, compelled to adapt itself to the needs of a heterogeneous group. Provision for the individual differences of pupils is necessary.

Extension of High-School Program

The high-school program has been extended to include nonacademic studies. New fields of study have been introduced; new subjects have been added to fields already represented; old subjects have been reorganized. The program of studies has been expanded; the number of curricula per school has increased. An institution which was once largely college-preparatory in character has become a school for all adolescents. These modifications have necessitated changes in the older administrative machinery.

The first of two articles discussing the most important phases of internal administration of the high school. The second will point out the relations of the school board to the high-school principal and the internal control of the high school.

—Editor.

The task of directing an institution always increases with the addition of new functions to be performed.

The increasing variability of the student population and the enlarged school offering have made imperative an attempt at pupil guidance. This activity was once incidental and unorganized. Now, of necessity, it has become more organized and purposeful. Years ago, pupils having similar interests and abilities, attending small schools with a simple course of study, needed but little educational guidance. Today, large numbers of pupils, having diverse interests and abilities, attending larger schools with many curricula, need much guidance. All of these modifications have added to the complication of the organization and control in the high school.

Paralleling these changes has come the development of extracurricular activities. The attitude of school officials has changed during the past few decades from one of opposition to these activities, to one of active supervision and control over them. While the number of extracurricular activities has increased, the school's control over them has strengthened. These activities which were once outside the pale of the high school have now become an important part of the authorized student life of the school. The direction and control of these activities, in order that they may achieve the values ascribed to them, have added greatly to the problem of high-school administration.

The concept of secondary education formerly was selective academic training for the few. Today, it is one of training for all adolescents in social-civic responsibility, in worthy use of leisure time, in physical, and in occupational efficiency. With this new concept directing attention to the everyday needs of life, the school has been compelled to add many facilities. Most modern high schools have gymnasiums, cafeterias, and libraries—material equipment which was little known a few years ago in secondary education. New staff members, comprising cafeteria directors, librarians, physical directors, doctors, dentists, nurses, and vocational counselors have been added. If efficiency is to result, these staff members must be directed intelligently and their activities coördinated.

The modern high school has become a large and complex institution, providing a wide range of educational services to a diverse student body. With its large administrative and instructional staff, its considerable physical equipment, and its varied activities, this institution presents a serious problem of administration.

The views and suggestions to be set forth now, apply especially to these larger high schools, those with enrollments between 500 and 2,500, which are a part of an entire school system and not independent units.

Supervision of Large High Schools

Should the superintendent of schools attempt to exercise detailed, specific direction over one of these larger high schools? Is it his function to administer such a school personally,

or rather to see that it is properly administered? Should the high-school principal be given freedom to work out his own ideas, or should he be given detailed direction? To whom should the high-school teachers be expected to look for help and guidance—to the principal, or to the superintendent? These and other questions come to our immediate attention when we begin to consider the superintendent's part in the administration of the larger high school, with its manifold problems.

One of the factors that has materially complicated the problem of the direction given the high school by the superintendent of schools is the fact that many superintendents of schools have been high-school principals before assuming the superintendency. The superintendent frequently has given more attention to the high school than to any other unit of the school system. As long as the road to the superintendency lies through the high-school principalship¹ the problem of the superintendent's direction over the high school will be a delicate one. If the superintendent were entirely competent to continue the detailed administration of the high school under the changing conditions already referred to, he would be unwise to assume such responsibility, inasmuch as this would break down his administrative organization, and seriously interfere with the performance of those other duties, which should have his primary attention.

Fortunately, most superintendents of schools are no longer attempting to exercise detailed specific direction over the high school, but rather are giving to the principals only general suggestive direction. This is the opinion of both superintendents and principals.² Earlier, according to school surveys, high-school principals were frequently only glorified clerks, with little initiative or responsibility. With the increase both in the size of schools and the complexity of problems confronting such schools, superintendents have realized the need for the delegation of both responsibility and commensurate authority to the principal of the individual unit. At the same time, the principalship itself has become more highly professionalized, attracting those capable of administering schools placed under their direction. When the principals of 254 high schools, varying in size from 500 to 3,000 pupils, were asked as to whether their superintendents gave them a great deal of direction, or left them comparatively free to work out their own ideas, more than 94 per cent of them said that they were left comparatively free. As one passes from the smaller to the larger school, this freedom from detailed direction by the superintendent increases, though even in the schools with enrollments between 500 and 1,000 there was detailed direction in less than 10 per cent of the schools. This is a most hopeful sign. A principalship should mean that the incumbent is clothed with the power to make the undertaking a success.

Guidance for Teachers

Whether the high-school teachers will look to the principal, or to the superintendent, for help and guidance will depend in large part

¹Hand, H. C., "Vocational Histories of City-School Superintendents," *THE AMERICAN SCHOOL BOARD JOURNAL*, Vol. 82, No. 4, pp. 47-48, April, 1931.

²Hamrin, S. A., *Organization and Administrative Control in High Schools*, Northwestern University Contributions to Education, School of Education Series, No. 6, pp. 56-58.

upon the attitude of the superintendent toward the high-school principal. A superintendent who encourages high-school teachers to come to him, rather than to go to the principal for assistance, is breaking down the morale of his high-school staff. He should encourage the staff to regard the high-school principal as the one to whom they may well look for help. One means of impressing this fact upon the teachers is by giving the principal an increasing share in the recommendations for the selection, retention, and promotion of the high-school faculty. As one proceeds from the smaller to the larger high schools, one finds increasing responsibility being delegated to the principal for the selection of the high-school staff. However, principals usually have more responsibility for the dismissal of teachers than for their appointment. In seventeen of twenty larger high schools studied, principals felt that their wishes regarding the dismissal of staff members were respected.

The Principal's Task

The proportion of time that a superintendent should give to a high school will depend upon many local factors. If, however, the school board finds that the superintendent is giving more than one third of his time to the high school and its problems, the question may well be asked: Is the superintendent giving the high-school principal a fair chance to work out his own salvation? If the principal is not able to solve the problems of the high school without detailed direction and supervision, it should be the duty of the superintendent to recommend to the board one so qualified. Of twenty superintendents in mid-western cities, with larger high schools as a part of their school systems, only two felt that they were giving more than one fourth of their time to the administration of the high school. The principals of these same schools concurred as to the time devoted to the high schools by the superintendents.

Freedom to work out his own ideas should imply the right of the principal to organize the internal administration of the high school, without interference on the part of the superintendent. With the increased growth, and changed functions which the school is called upon to perform, it is essential that the high-school principal be given the right to rearrange duties, when such changes seem desirable to him. This means that the principal will be entirely responsible for the success of the high school and will be given an opportunity to have reasonable choice as to the means of helping the school to achieve such success. Nineteen out of twenty superintendents agreed with this viewpoint. The twentieth one was not yet willing to relax his minute direction and control over the high school. Apparently, he wanted to be both high-school principal and superintendent of schools. In small school systems, this combination of principalship and superintendency may frequently be recommended. Then, the one who performs only routine functions, without possessing authority or responsibility, can well be designated as assistant principal.

An attitude on the part of certain high-school principals has perhaps interfered with the delegation of additional responsibilities to them. Some principals have been unwilling to assume the responsibility for the acts of their subordinates, when the superintendents were apparently willing to delegate complete responsibility to them, but in turn holding them for the success of the entire undertaking. The principals wished the responsibility decentralized, assumed by subordinates. It is necessary from the standpoint of good administration that the principal not only have the authority to administer the high school, but that likewise he be responsible for its entire success or failure. After a survey of these relationships it can be said that within broad limits, the superintend-

ent has granted to the high-school principal the power and authority to organize and control his own high school. Invariably, superintendents are holding principals accountable for the performance of all the activities of the high school, regardless of whether or not the principals in turn have delegated some of these functions to others within the high-school organization. In only two out of twenty high schools were there administrative officers other than the superintendent, who had authority over the high school or its staff. Increasingly, supervisors and officers from the superintendent's office work under the direction of the principal within a given school. This means that it is the task of each principal to determine what kind of organization and control is best suited to the needs of his school. That the success or failure of the administration of the high school can be credited to the principal is being increasingly accepted by superintendents.

The superintendents of schools and the high-school principals agreed very well as to the part played by the superintendent in the direction and control of the high school. If either of the groups had been questioned, and not the other, the picture of the entire situation would have been a fair one. This is a most hopeful sign suggesting that the administration of public education is becoming increasingly clear cut as to delegation of function and responsibility.

With the many factors complicating the administration of a modern large high school, it would be unwise on the part of a superintendent to do other than intrust rather complete authority and proportionate responsibility to the high-school principal, who is the one best fitted to assume such a task. Further, such delegation frees the superintendent so that he may give additional time and attention to problems of finance, building, public relations, and other pressing matters.

The WORKBOOK a Recent Development

C. R. Maxwell, Dean, College of Education, University of Wyoming

One of the most recent developments in the textbook field has been the publishing of innumerable workbooks. An examination of the literature on the workbook in the Educational Index shows no article listed under this head until in 1931, which is an indication that it is a very recent movement. This Thirtieth Yearbook of the National Society for the Study of Education gives the most comprehensive discussion of the various phases of the textbook problem that has yet appeared, but this Yearbook makes no mention of the workbook, although in 1932, when it was published, there were many widely advertised workbooks on the market. The committee that compiled the Yearbook was undoubtedly cognizant of the situation, but apparently the movement was too recent for an evaluation to be attempted.

Factors Contributing to Extensive Use

Laboratory manuals to accompany textbooks have been used for many years in the various fields of natural science. Colleges that required examinations for admission frequently specified that a notebook be submitted in the sciences that were presented for college entrance. It was customary to require that a certain number of experiments be performed, and the results were to be written up in a notebook with the idea that such a notebook would be evidence of the student's mastery of these experiments. Consequently, laboratory manuals were prepared to accompany most textbooks in the physical and biological sciences, outlining the experiments to be performed with a few suggestions and questions. Apparently the idea developed in the minds of some people, although it is not exactly clear as to the date, that if a laboratory manual was a good thing in the field of the natural sciences it should be an effective instrument in other subjects. We have found, therefore, in the past few years manuals, or workbooks as they are now called, elaborated to accompany textbooks in many other fields, such as in English, history, civics, mathematics, etc.

Another movement which has fostered the use of the workbook has been the emphasis on supervised or directed study in the secondary schools of the country. During the past decade there has been a trend, particularly in high schools, toward lengthening the recitation period, and this has had a tendency to focus the attention of teachers and administrators on the problems involved in effective study. In order to utilize the lengthened period efficaciously, it has become necessary to devise techniques whereby the time and energy of teachers

would be conserved. For several years, many teachers who have been particularly interested in developing satisfactory study techniques have used so-called guide sheets, or work sheets, to better direct the attention of their pupils. In some cases at least, a workbook has been developed from such efforts.

Since the beginning of the acute economic depression, it has been necessary to assign larger classes to teachers. This has meant that a teacher could not give the individual attention to pupils that had been possible when he was assigned to teach small classes, and the workbook seemed to offer a tool whereby such teachers could direct effectively the study of a greater number of pupils in one class period. Possibly this factor has been responsible to a greater degree than any other for the use of the workbook in fields which had hitherto been immune to the idea.

Types of Workbooks

Workbooks are usually of two types. First, the general workbook, which is designed to accompany any textbook in the particular field which the workbook covers. For example, a workbook in history may be organized in units covering certain periods of human activity and would be applicable to any textbook that might be used. Such workbooks contain general questions, exercises, and tests that a pupil should encompass through the study of the various units. The second type, which is more widely used at present, represents a specific workbook which is prepared by the author to accompany his particular text, references being made to specific pages therein.

A third type which has only recently appeared, is a combination of the workbook and the textbook. That is, the instructional materials include what was formerly organized in textbooks, but in addition there are exercises, tests, references, etc., ordinarily found in a separate workbook. For example, in geometry, the same propositions are given as in the conventional text, but in addition there are supplementary exercises, problems, and questions, together with tests, bound in one volume.

Arguments for the Workbook

In an investigation of the literature on the workbook, a discussion of its principles with representatives of publishing companies, and from interviews with teachers who use the workbook in class discussion, one finds argument for its use as follows:

(Concluded on Page 44)

UTILIZING Buildings and Instructional Materials 12 Months Annually

H. S. Irons, Principal Junior and Vocational High School, Ambridge, Pennsylvania

The school leaders of Ambridge, Pennsylvania, approve with an affirmative answer each time they are confronted with the frequent question: "Is the all-year use of school buildings and equipment proving successful?" More often the interested person asks: "Is the twelve-months' plan working?"

Since July, 1932, the junior- and senior-high-school buildings have been in operation without the usual summer vacation let-down. The new plan is serving an annual enrollment of approximately 2,700 pupils above the fifth grade. It is too early to arrive at any permanent decision, as the new scheme has functioned through but two traditional vacation periods. It is quite evident, however, that failure has not been experienced in any of the major aspects of school administration.

Relief for the Overcrowded School

The real purpose set forth by the Ambridge board of education in the adoption of the plan was to meet the overcrowded condition existing in the secondary schools. A very rapid increase in the school enrollment in the preceding ten years accounted for the difficulty encountered by the school authorities to provide ample building accommodations. During this period, the general population increase was about 60 per cent. The public-school enrollment increased almost one and five-tenths times as rapidly as the city population. This increase was very noticeable in the upper grades. The junior-high-school enrollment increased 155 per cent, and the senior-high-school enrollment increased 429 per cent in the ten-year period. Some form of relief for the overcrowded school was imperative.

Superintendent Joseph R. Miller presented several solutions to the problem. One was the half-day double-session scheme, in which half of the pupils would come in the morning and the other half in the afternoon. Another plan was to have a split-session arrangement, in which, by overlapping the groups, the pupils would come a little more than a half day. A third solution was to build additional elementary classrooms and remove part of the overflow. All of these were rejected for various reasons. The loss to the pupils by the half-day and split-session schemes, and the cost of additional building in a time of economic stress, turned the board members to accept the superintendent's proposal to inaugurate a twelve-months plan. The objective was immediately reached when the seven upper grades began to operate on the new arrangement, July 12, 1932. Ample classrooms and equipment were available to accommodate all pupils in comfortable quarters.

Selling the Idea

The public-relations program promoted by the superintendent was sane, thorough, and effective. An explanation of the plan was given to all the teachers involved by special meetings and bulletins. In this way, they were prepared to correctly inform pupils and properly meet their numerous questions. The general public was informed through the daily press, and by addresses given before various groups. The final move was a general meeting to which all interested citizens were invited. At that time, questions were answered and points of confusion were clarified.

The twelve-months' plan dates back nearly a century. Buffalo and a few other schools tried certain forms of it as early as 1840. Those pioneers have long since abandoned the idea. Beginning in 1904, Bluffton, Indiana, under Superintendent Wirt, tried it for a few years.¹ The outstanding schools where the plan operated for a time include: Newark, New Jersey;² Nashville, Tennessee;³ Omaha, Nebraska; and Aliquippa, Pennsylvania. The plan was discontinued in Newark and Nashville in 1931. It had not been a necessity. Pupils were not assigned in the summer, hence attendance was low. Omaha retains a form of it in the South and Technical high schools.

The twelve-months' plan was inaugurated in Aliquippa, Pennsylvania, in 1928. School officials of that city sought a fuller utilization of their school plant. Superintendent H. R. Vanderslice gradually organized the ten public schools on the all-year basis. He has become a strong advocate of the twelve-months program.⁴ The apparent success of the Aliquippa schools provided quite an impetus to the adoption in Ambridge.

The Ambridge Plan Explained

The guiding principles of the administrative operation of the plan as adopted in Ambridge are quite similar to those followed in Aliquippa. The plan is distinguished from its predecessors by its operation on the theory of equal enrollment during each of the three-month quarters of the twelve-months year. This feature is obtained by quite arbitrary assignment of each pupil to one of four groups of equal size. These groups are rotated with one on vacation at any given time. Three fourths of the pupils are in school at all times. Each pupil receives nine months of school and three months of vacation.

The pupils are given an opportunity, before assignment, to present a valid reason, if they have one, to be placed in a certain vacation

group. Parental corroboration is required. It is significant that only about 7 per cent attempted to make use of this privilege during the first year. About one sixth of these asked for fall, winter, or spring vacations. Pupils are not urged to attend in the summer; they are assigned.

It is not primarily a plan of failure-removal or pupil-acceleration. It was adopted to solve the problem of the building load. A completely balanced utilization of buildings and equipment is maintained for twelve school months. The scholastic opportunities are equal in all four quarters. A full teaching force is employed each quarter. No change is made in the arrangement of subject matter. Instead of two semesters covering the nine-months work, there are three terms of three months each for every pupil. Schoolwork is pursued in the same sequential order as before. The semester symbols of *b* and *a* work became *x*, *y*, and *z*, for the respective three-month terms. A pupil is promoted three times each year on the new scheme.

Evaluation of the Results

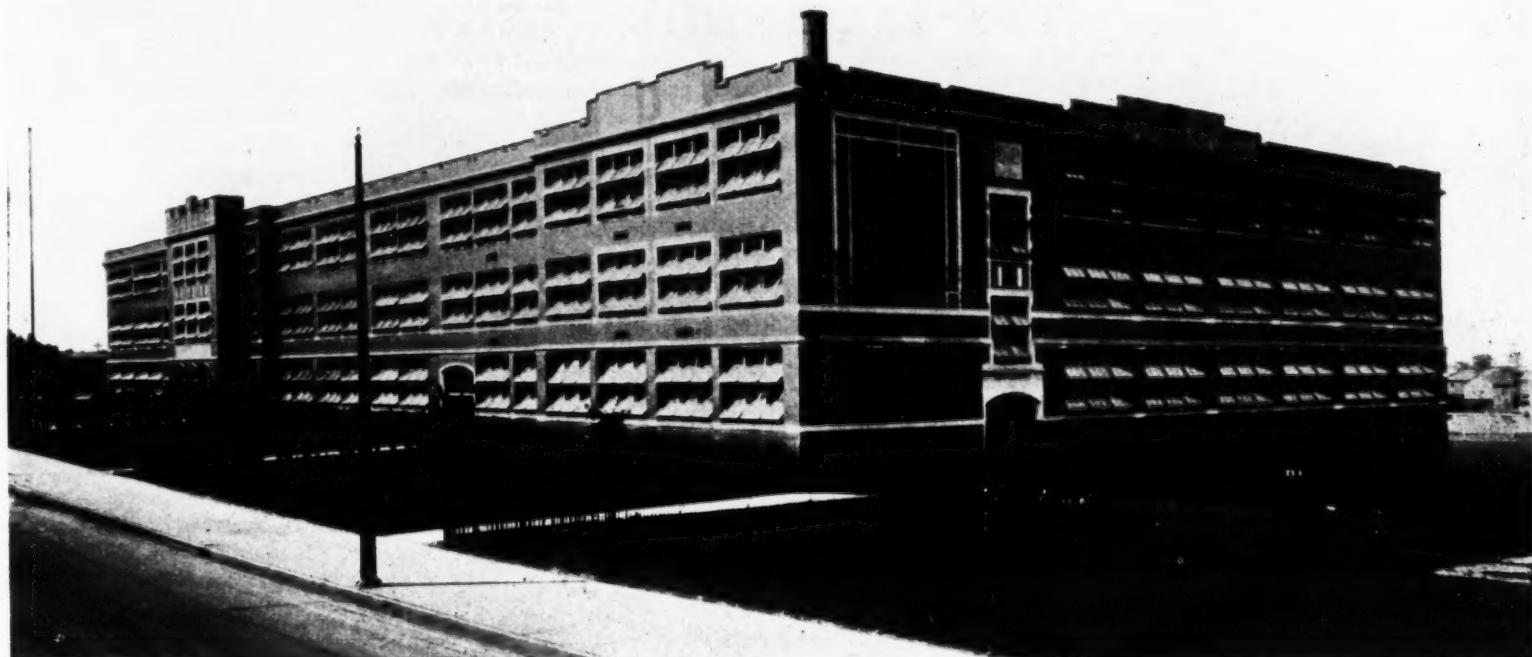
When it became known that the school was to operate on an all-year basis, the writer decided to measure the results of the new plan as accurately as possible. The purpose was to determine the strong and weak points as compared with the previous regular nine-months school. It was hoped that the findings and conclusions would be useful to the school officials in improving phases of the new plan. A comparative analysis covering two school years became possible. It was limited to the junior and vocational high school, which has an annual enrollment of more than two thousand. This included 1931-32, the final year under the old plan; and 1932-33 the first year with the new plan in operation.

The validity of the analysis was justifiable on the ground that the only significant change made in the school over the two-year period was in the scheme of ordering pupil and teacher attendance to cover twelve months, instead of the usual nine. It is important to note that the following major variable factors pertinent to such a comparison remained constant.

1. The members of the administrative and supervisory staffs were identical both years.
2. The same building and equipment in the same school system were used.



AMBRIDGE IS AN INDUSTRIAL COMMUNITY AND FOR THAT REASON THE SCHOOL SHOPS ARE OF EXTREME IMPORTANCE. THE VERY COMPLETE MACHINE SHOP ILLUSTRATED IS ONLY POSSIBLE BECAUSE IT IS IN SERVICE TWELVE MONTHS EACH YEAR



THE AMBRIDGE JUNIOR AND VOCATIONAL HIGH SCHOOL occupies an extensive site, the front of which is carefully landscaped and the rear planted for a complete outdoor program of physical education. The site is used for general athletics and for play purposes after school hours. As the picture indicates, the fenestration permits of a maximum of free ventilation during hot weather so that the building is comfortable under all conditions of weather.

3. The health department of the school was in charge of the same medical and nurse personnel.

4. No teachers new to the Ambridge plan of instruction were added to the faculty.

5. The same attendance officer and school secretarial force were employed.

6. The same thoroughly organized mimeographed lesson-assignment system was adhered to throughout the two years.

7. The basal and supplementary texts, with two unimportant exceptions, and practically all reference materials, remained the same.

8. The testing plan, which utilized carefully prepared biweekly classification tests and mimeographed quarterly tests, was closely followed each year.

9. The type of pupils studied was unchanged.

10. The total enrollment figures involved were similar, and class size averages were comparable.

The First Cardinal Principle

Probably the first consideration in outstanding school changes should always be that of pupil health. The question arises: Did the adoption of the twelve-months' school influence pupil health to any noticeable extent? A parallel study of all communicable diseases, judged by the actual number of exclusions recorded on the school nurse's and doctor's reports showed that the health of the school was slightly better during the twelve-months' session. The total number of exclusion cases in 1931-32 was 798. On the twelve-months arrangement, with slightly higher enrollment, there were 639 cases.

In the junior- and vocational-high-school building, a full-time registered nurse was in charge of the general school health both years. She worked in connection with the school physician who is hired to be in attendance a part of each morning. Periodic medical inspections were conducted to include the entire enrollment. The office contacts, interviews, treatments, and home calls on the old plan totaled 6,989 during the year. On the new plan this number rose to 9,220. Many more nonexclusion cases, including vision, hearing, tonsils, dental, and tubercular defects received attention. In other words, considerably more health and medical service became possible on the four-quarters plan for pupils of school age. By ex-

tending the attendance over the whole year, the school conditions were less crowded. Opportunity of controlling communicable diseases was improved. The school doctor and nurse were available for medical and health aid during the whole year. Clinics, milk classes, and welfare work were extended.

The summer quarters were quite free from cases of communicable disease. The regular physical-education classes were conducted on the athletic field and track from early May to October, except for a few wet days. Additional intramural leagues were developed. The more constant use of the large school playground, under expert supervision, was an outstanding benefit in a city which was inadequately supplied with supervised playgrounds. Outdoor picnics, parties, and hikes organized and conducted by the homeroom, class, or club organizations were numerous in the afternoon. It was quite warm in the classrooms part of the time. The children were dressed very lightly. Schoolroom windows were tipped open, with the shades drawn to give an awning effect. Doors were open wide for a constant supply of fresh air. Comparatively few complaints of excessive heat were recorded, which was probably due to the attitude created by the teachers. Their point was that children will be cooler if they are not actively moving about, as would be true while playing in the streets and back yards.

Will Pupils Attend in Summer?

One of the few objections raised against the new plan was that children will not attend school regularly during the summertime, or "vacation" months. Complete attendance data were collected by grades for the two-year period. The per cent of attendance for the summer quarter was 98.2, and for the entire period it was 97.3. When separate quarters were compared, only one was as high as the summer quarter. Peculiarly enough, this was the winter term which included the months of January, February, and March, 1933.

Superintendent Vanderslice, of the Aliquippa schools, has recently completed a comprehensive study of the four-quarter, twelve-months schools in that city. He showed that the attendance percentage was practically unchanged. By taking the pupil-days belonged and pupil-

days attended the per cent for the five years before the adoption in 1928 was 94.8, and for the five years since it has been 94.6.⁵

In Ambridge the annual percentage of attendance in each grade was consistently higher under the new plan. Illegal absence was reduced considerably. This was undoubtedly due to the fact that the work of the student counselors and attendance officer was more effective with a smaller number of daily cases. The daily number of absentees was lessened by spreading attendance over the twelve months.

Cause of Withdrawals

In the study made of withdrawals in the Nashville all-year schools, the summer quarter showed a big loss by pupils withdrawing. The data collected on this point showed the Ambridge number to be 46 withdrawals in the summer quarter. The quarterly average was 42. The Nashville pupils were not assigned to attend in the summer. They were free to choose vacation or school. The fact that no certain portion of them was held responsible for summer attendance may account for the withdrawal difficulties. It is true that a few more pupils withdrew from the twelve-months school in Ambridge than from the regular nine-months set-up. The total enrollment for the twelve-months year in the junior and vocational building was 2,100. One hundred and sixty-four withdrew. This was 29 more than dropped out on the old plan during the preceding year. This tendency toward increased withdrawal was readily explained by the stress of economic conditions. The reason was ascertained in every case. More families moved to rural districts. A greater number of older pupils were placed in cheap forms of domestic employment. Several parents gave as their reason that they simply could not afford to send the child beyond the legal age.

From the Teacher Standpoint

The new plan reduced the number of teachers needed from 69 to a quarterly average of 57, for the junior and vocational building. At the end of the last year on the nine-months plan, after all resignations were accepted, 65 teachers yet remained on the active list. The school officials did not choose to drop the extra

⁵Vanderslice, H. R. "Five Years Experience with the Four-Quarter Plan," *The Elementary School Journal*, Dec., 1933.

number. It was decided to rotate 32 of the regular subject teachers on a three-quarters basis. A group was placed on vacation each quarter in the same way pupils were assigned.

A teachers' health and attendance comparison covering the two years revealed that there was little or no difference in the per-teacher frequency of personal illness. For each year, this amounted to three and five-tenths days. The annual per cent of attendance was practically unchanged. For the nine months it was 97.7 per cent, and on the new plan it was 97.8 per cent.

During the last quarter of the first year under the new plan, the teachers were asked to turn in unsigned statements which would reveal their reactions to the advantages and disadvantages of the twelve-months school. Fifty-four of the 65 teachers very frankly stated that they considered the new plan a success. The advantages which were stressed had to do with the solution to the crowded conditions, with which all were quite familiar; and to the 100 per cent use made of all the expensive equipment, apparatus, books, and other instructional materials. They pointed out the disadvantages of a complete reorganization every three months, which resulted in loss of some pupil time and desirable pupil-teacher combinations, as well as the more complex administrative duties in schedule construction.

The Financial Aspect

It is necessary to consider educational costs as an important factor in judging the success of the school. It must be stated that, in the case of 20 teachers who did not have four years teaching experience, a \$100 raise was required by the Pennsylvania School Code, whether they were placed on a nine- or a twelve-months schedule. Thirty-three of the 65 were placed on twelve months. The salary adjustment for each of these, with the exception of six who were quite highly paid, amounted to an increase in annual salary. The increase was not prorated. For example, a high-school teacher who received \$1,800 on the nine-months basis, did not receive \$2,400 for twelve months. The theory operative here was that the \$1,800 covered the living expenses for the year. The salary for twelve months was \$2,160. If it could have been possible to place just the teachers needed on a twelve-months schedule, considerable saving would have been possible. The actual change made in total teacher salary in the junior and vocational high schools was a slight increase in the payroll.

Several changes resulted in a reduced per-pupil cost which cannot be attributed to the new plan. The economy measures pursued reduced the cost of books, supplies, equipment, and so forth. Maintenance and operation costs were reduced. Enrollment increased slightly. In grade six the per-pupil cost dropped \$10.02. In grades seven, eight, and nine, the average decrease amounted to \$6.14. It is in the vocational high school that a distinct reduction in costs occurred, which in a large measure was the result of the twelve-months plan. The capacity of the shops was increased 33 per cent, since they were placed in use twelve months instead of the usual nine. Many pupils had been on the waiting list, unable to get in the work of their choice. The average reduction in per-pupil cost in the five vocational-high-school courses was \$40.30. This great per-pupil reduction becomes more significant when consideration is given the fact that the very expensive shop equipment no longer stands unused for over three months each year.

Pupil Record of Achievement

Evidence of school success may be measured in several different ways; but it primarily means regular promotion from grade to grade,

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based upon the passing mark in the different school subjects. Another indication of pupil success can be obtained from the use of standard tests. Both of these methods were employed to determine the success of the twelve-months school. Pupil achievement was not noticeably changed in the two years. The slight general difference indicated by pupil marks and achievement tests was in favor of the new plan.

The per cent of pupil-subjects passed and failed in the nine-months school was compared with those of the twelve-months school. This included the entire subject-enrollment for all pupils in the junior and vocational building over the two-year period. A percentage summary of the number of pupil-subjects for which a failing mark was received presents the following comparison:

TABLE I

	Nine-Months School (1931-32)	Twelve-Months School (1932-33)
First half year	4.14	3.7
Second half year	4.28	4.12
Entire year	4.2	3.8

The pupil-mark difference was very slight, but it was not unfavorable to the twelve-months school.

It was recognized that pupil marks and standard achievement-test results can only be indicative of the general pupil success. It was quite impossible to test all pupils in all subjects both years. However, the standard comparisons were made in a limited number of generally recognized important subjects and do provide a reasonable sample of the achievements of the pupils in the Ambridge Junior and Vocational High Schools.

It was possible to use an average of 226 pupils both years in each test given. The majority of the tested groups included a good portion of the pupils in each grade. The groups were quite carefully equated. Only those pupils were included the second year who could be matched in intelligence quotient with a pupil in the former group. The average age of pupils in each was quite close to that of the other group of a matched set. The number of girls and boys likewise was kept quite similar.

In mathematics, the Schorling-Clark-Potter test was given. In English, the Pribble-McCrary Diagnostic Tests in Practical Grammar were used. The Ruch-Popenoe General-Science Test was given in ninth-year science; and the Ullman-Kirby Latin-Comprehension Test was administered in ninth-year Latin. Variation from the standard median was the point of comparison used. In the following table the superiority in this variation is shown. No significant difference occurred. Four of the seven opportunities slightly favored the twelve-months plan.

TABLE II

Grade	Subject Tested	Superiority in the Variation from Standard Median	
		Nine-Months Plan	Twelve-Months Plan
Six	Arithmetic		2.46
Seven	Arithmetic	9.43	
Seven	English		3.76
Eight	English		2.66
Nine	English	8.57	
Nine	Latin	1.17	
Nine	Science		5.22

Vacation Problems

The vacation assignments proved to be a troublesome phase of the new plan. Fifty per cent of the school enrollment had to be out of school for three months between October-January, or January-April. A few attitudes of opposition had to be met by the school officials.

Some concern was given the fall and winter vacation by the parents and children.

A signed statement by the family physician was required when poor health was given as a reason for a vacation change. It is true that several families expect to take trips each summer. This group proved to be small and rather easy to accommodate by assigning those pupils to take their vacation at that time. The majority who objected to summer school had no better argument than that July and August are traditional vacation months. It was their simple desire "to have vacation at the proper time." Practically every one of these responded readily to a diplomatic request to coöperate with the school.

The notion that summer heat is not conducive to good schoolwork or study was consistently hard to change. However, the results of the summer quarter on the new plan presented evidence of good scholastic work in hot weather. The per cent of failures computed on all subject-enrollments during the summer quarter was three and six tenths. This was lower than any other quarter or semester of the two years included in the comparison.

The notion that there is little for boys and girls to do during the winter vacation was heard several times. This was hard to answer, but schools are operated for educational purposes and not for vacation pleasures. An explanation of the economy measure usually won the objectors to accept their assignment. An outstanding objection was that a midyear vacation is a time of wasteful forgetting and is detrimental to scholastic standing. Extensive investigation with equated groups proved that pupils do have difficulty keeping up for a few weeks after returning from a midyear vacation. However, no difference could be found in the objective test scores at the end of the quarter, or in the annual report-card standing at the end of the year.

Conclusions

The purpose in adopting the twelve-months, four-quarters plan in Ambridge, Pennsylvania, must be taken into account regardless of the phase or angle covered by a critical analysis. The primary reason was to relieve a greatly overcrowded condition. This objective was immediately reached. The annual capacity of the junior- and senior-high-school buildings, with normal conditions prevailing, was immediately increased 33 per cent.

More constant and effective use is now made of the entire school plant. The buildings, equipment, textbooks, reference and library books, demonstration materials, and classroom apparatus give regular service for 48 weeks instead of 36. Reference is frequently made to the new plan by using an idea borrowed from the Aliquippa superintendent: "Practically no enterprise in the industrial or business world of America, with great capital outlay, is expected to stand idle three or more months each year."

It is true that there are some disadvantages and administrative difficulties, but the advantages and worth-while opportunities brought to each boy and girl, without increased cost, are arguments supreme in these times.

ADULT EDUCATION NEEDED

We cannot rely on the schools devoted exclusively to children to prepare one generation to face the problems of the next. We must educate adults to meet the new social problems confronting us. We need more parks, more playgrounds, more libraries, more music, more good drama, and more good colleges. There must be an organized program for adults which is as comprehensive and non-commercial as our public-school program. -- G. F. Zook.

School-Board Heads

Who are Making History in American Education

DR. NOAH W. BAIRD President, Board of Education, Atlanta, Georgia

When Dr. Noah W. Baird, for the past year president of the Atlanta board of education, was elected a member of the board three years ago, he began immediately to work for a better business administration of school affairs. Due to his influence, a plan was worked out whereby the city schools could operate without a deficit but also without curtailing school activities. This plan, when successful, was followed by other reforms.

Teachers' salaries had previously been cut repeatedly, and there had often been considerable delay in paying them. But after Dr. Baird's election as chairman of the board, he began an aggressive fight to better this condition, and his first year as president has brought this victory. By carrying the fight to the state legislature



DR. NOAH W. BAIRD
President, Board of Education,
Atlanta, Georgia.

and then personally to the governor, he has obtained a raise of from 26 to 30 per cent of the city's funds for school purposes. This means that teachers will not only receive an increase in pay, but that their salaries will also be paid when due.

Dr. Baird is a surgeon, a graduate of Emory University and Emory Medical School, in Atlanta. The first year of his internship was spent in Milwaukee Hospital, Milwaukee, Wis., and each year he spends some time in one of the great surgical clinics of the North and East in order to keep abreast of advanced methods in his own profession.

Dr. Baird is vitally interested in education. This is attested by the fact that he obtained his own education under great difficulty and by his own efforts, and has served on the school board at a sacrifice of much time from his professional duties. He is keenly interested in the welfare of all children, and is eager to see that equal advantages are provided for the less fortunate ones.

During his chairmanship of the board of education, Dr. Baird has strictly observed professional ethics in avoiding undue publicity. He requested local newspapers, when possible, to avoid the use of his name, and to refer to him only as "president of the board of education,"

The contribution made by leaders in the field of school administration was never more intense and at the same time more gratifying than it is at present. Those who head the board of education are usually identified in an intimate way with the economic and social activities of their communities.

Thus, they are also exposed to the influences which oppose the cause of popular education in the guise of economy which is retrogressive in spirit and harmful in fact. The country must, in the stress of a disturbed condition, look to these leaders for that steadfastness and guidance so essential to the school administrative service.

The biographical sketches here presented were prepared by writers in close contact with their subjects. They have lifted into view the true merits of the persons discussed and provide a series of character studies well worthy the attention of the American school public.

or "chairman of the board," because he did not wish to take advantage of his position over others in his profession.

Dr. Baird's administration has been marked by efficiency, progressive methods, and a spirit of real service to the cause of education.

DR. C. L. THOMPSON President, Board of Education, York Center, Ohio

The presidency of a rural board of education may be used quite effectively in the development of a school program, as is evidenced by the York Rural Schools, York Center, Ohio. Dr. C. L. Thompson, who became a member of the board of education in January, 1922, has served continuously as its president since that time.

Dr. Thompson has always lived in the community to which he has given a high type of leadership. He intimately understands the social and economic problems of the community and has helped solve them by assuming active leadership in the formulation and execution of progressive policies of school administration.

During the past eleven years new heating and lighting systems, an industrial-arts department, and a home-economics department have been added to the school. At present the school is being reorganized on the six-six basis and the board is planning, with federal aid, the construction of an additional building in which the educational offering may be considerably broadened.

The qualifications of the teaching staff have been measurably increased through careful selection. At present all teachers above the



DR. C. L. THOMPSON
President, Board of Education,
York Center, Ohio.

sixth grade have five or more years of professional training. It is the aim of the superintendent and the board to constantly raise the qualifications of both elementary- and high-school teachers. Therl L. Johnson is the present superintendent.

There has been very little turnover in the membership of the board in recent years. This has enabled the board to more effectively develop a definite educational program.—R. P. U.

MR. E. R. CASADY President, Board of School Trustees, Rushville, Indiana

E. R. Casady is now completing the last year of his fourth consecutive three-year term as a member of the board of school trustees of Rushville, Indiana. During these terms he has served several years in each of the various offices of treasurer, secretary, and president. The latter office he has held for the past several years.

His record as a board member has been one of constant vigilance in maintaining and provid-



MR. E. R. CASADY
President, Board of School Trustees,
Rushville, Indiana.

ing the best educational facilities. Mr. Casady has always been interested in the public schools, and especially during his membership on the board, he has kept in intimate touch with all problems, ready at all times to bring the best of judgment to bear upon them. During these trying years, when schools are struggling to keep open, his business experience, foresight, and grasp of the trend of affairs have been of inestimable value in keeping the schools in good financial condition.

He was appointed to the board soon after the war, and immediately caught the vision of the responsibilities of the public schools to the community and to the boys and girls. Proper housing facilities for all pupils have been developed since he has been a member of the board, and an efficient, well-trained faculty has been constantly maintained. He has sought to protect the schools against unjust and unwise retrenchment that would cause boys and girls to be deprived of adequate school facilities.

Mr. Casady has spent his life in this community. After graduating from high school, he established a business which has become one of the leading concerns of the city. Always alert to opportunities to serve, he has been active in civic affairs and in the church and fraternal life of the city.

The Obligations of Boards of Education in Administering Public Schools¹

F. E. Henzlik, University of Nebraska

If it is true that schools have been established in the several states for the education of our children and that the people have voted taxes upon themselves for the purpose of providing this education, then the public schools must be run for them and not, as sometimes appears to be the case, for the promotion of the selfish interests of adults. In other words, public-school funds must be kept inviolate for the purpose of providing the educational opportunities and the social heritage to which our children are rightful heirs. Every citizen, and especially every member of a school board, should always be alert and keenly sensitive to any form of waste or graft in the expenditure of these monies. My first thesis—and this I wish to emphasize—is that the public schools of the state were established for our children and must be maintained for them.

Such a statement of the purpose of public schools will, undoubtedly, be subscribed to by everyone as an ideal, but unfortunately, this ideal does not always guide the actions of those who organize, administrate, and select the persons who direct the work of the schools. School buildings are sometimes located not for the convenience of children, but for the purpose of improving property values of the community. Supplies and equipment have not always been selected in behalf of the learners, but have been secured because of the premium to be paid the agent and the dealer. The crowning absurdity is that teachers are often appointed, not because of their scholarship and teaching ability, but because they are friends of influential citizens or relatives of board members. In other cases, teachers utterly unqualified for a position are selected simply because they apparently have no other means of earning a livelihood, and the community feels sorry for them. The school has thus become a political or charitable institution, instead of an educational institution. Let me repeat that, when buildings are erected to improve real estate values, when supplies are selected because of the premiums to the local dealer, when teachers are appointed solely because they are friends of influential people, or relatives of board members—I say when these things occur, as they do occur—the schools are not run for the children but are promoted in the interests of adults.

Major Obligations of Boards

My second thesis is that in the management of the schools the board of education has an important place and certain primary obligations and duties. Boards of education are the instruments which the American people have devised for the realization of their educational ideals and programs. They are responsible to the people for securing the services of the highest type of teachers, superintendents, and other school employees. The major obligations of a board of education are, therefore, to secure competent educational leadership, to employ an efficient teaching staff, and to expand wisely and economically school funds for supplies and equipment.

The first and foremost essential of any kind of an organization is leadership. One of the school board's most important and difficult tasks is to select a superintendent who is com-

petent to become the executive head of the school, and to whom the board may look for wise guidance and advice in all educational matters. Some school boards have not recognized the real significance of this, nor given the careful and intelligent attention to the selection of superintendents that such a duty merits. If they would stop to realize that approximately 50 per cent of the waste in our schools is due to poor organization, bad management, and poor administration, perhaps they would at least investigate the personal and professional fitness of the individual they elect as their educational leader. It is true that such conditions are not universal, but they are far too prevalent for the good of the schools.

Members of school boards in general represent the best citizens of the respective communities in which they live. They are, as a rule, successful, honest, and well principled, but sometimes in board meetings when many proposals are made and the issues are ill-defined, some of them seem to lose their ability to judge a matter from the standpoint of public good and act according to personal bias. At such times as these, school-board members vote to elect a candidate as superintendent, not because of his educational experience and fitness, not because he has been successful as a schoolman, not because he is especially trained as a leader or administrator, but rather because of political associations, personal bias, or other motives that have nothing to do with a good school system, or with the formation of an educational program for the children of the community.

Picking a Superintendent

Is it too much to ask that school boards use the same degree of care and common sense in school matters which they apply to their own affairs? If you were securing someone to work in your own business you would certainly know, or find out from those who did know, the things that had to be done, and the type of information and personal traits necessary for one to have to do the job successfully. With this information in mind, you would then consult those who could advise you where to find competent persons whom you would intelligently and carefully check to see if they really possessed the traits and the knowledge required for success in your business.

Certainly, boards should try to determine, in a general way, what kind of a school their communities desire and need, as well as some of the big things they want their superintendents to accomplish. It is not too much to ask that they ascertain some of the traits desirable and necessary for an individual to have in order to accomplish such things successfully. What are the big things you want done in your school? What traits do men have, or what are the types of men, who are doing in other communities what you want done in your own? Furthermore, it behooves you as board members not only to determine the big things you want done, and the traits necessary for the man to have in order to do these things, but also to secure the information as to available persons who are likely to measure up to your requirements.

Find out where the available men are located. Go to the community where the men are at work, or have previously worked, and see if they are doing, or have done there, what you

would like to have them do in your own community. Interview each candidate and let him tell you why he is especially fitted for the position, or why he thinks he has a peculiar fitness to do the things you want done. Find out what his present community thinks of him; how his teachers regard him; what his influence is on boys or girls. Does he possess that peculiar combination of open-mindedness, enthusiasm, and practical common sense that gets things done? If you cannot secure the desired information, consult someone who has it. When you visit the schools in which the applicants are at work, take with you your own superintendent or principal, or if you do not have faith in their judgment, take with you some school superintendent in whom you do have faith. These men or women will point out to you in a few moments more good and weak points in the school than you can get by yourself in a whole day, for the same reason that your wife can point out the good and bad points about the interior of a house better than you can. It is their business to know.

Leadership of the Superintendent

You may or may not agree with these particular suggestions, but I am sure you will concede that boards of education should work out some definite policies for selecting educational leaders. There is no one thing that this organization of school boards and school executives can do that is more important, and that will bring greater results in the long run in terms of efficiency, economy, and progress in the public schools than to set itself to the task of working out intelligent and sane procedures and policies along this line.

Having carefully selected a superintendent, and made clear to him your desires and educational ideals, you have a right to look to him for real educational leadership. You have a right to expect that your superintendent will study carefully the aims and ends of education in relation to the present needs and the social and economic conditions of your community. You have a right to believe that he will not clamp on to every little novel scheme presented by biased, selfish, and commercial interests.

In the second place, as a board of education, you have a right to expect from the superintendent a definite program that moves in the direction of realizing your educational ideals. There is not a successful industry in this country that is carried on without a definite program, clearly understood by those who are directing and promoting the undertaking. Any concern that fails to have such an organized program is expected to fail. Today is the day of an intelligently planned society. The greatest weakness in the administration of some of our small school systems is the lack of carefully planned programs. School administration is no longer a haphazard, spasmodic series of daily events and happenings. You have a right to expect that the superintendent will submit enough objective evidence to show that he has a sense of direction, and that he has a scientific, co-operative, and systematic method of attacking and realizing these ends and aims. Not only have you a right to expect of him the development of a definite and clearly stated program for every grade in the school, but also you have a right to expect that he has thought through carefully the ways and means of carrying on that program. In other words, you have a right to require him to tell you where he is going, and how he plans to get there.

Supervision of Instruction

In the third place, you have a right to expect that the superintendent be qualified profes-

¹The present valuable paper was read before the Nebraska School Boards and Superintendents' Association, at Hastings, January 23, 1934.

sionally to give proper guidance and supervision in the educational and instructional activities of the school. He must give definite assistance in carrying out the ideas and objectives agreed upon, and develop those relationships and attitudes which are essential to good morale throughout the system. You have a right to expect of him an accurate and a periodical report of the achievements of pupils and teachers, together with the difficulties and needs in attaining these results in your school system. You can rightfully expect of him to set up a system of records that will accurately account for the progress of all the school children in and through the school system. Furthermore, you have a right to look to him for an accurate accounting of the cost of all results. What does it cost to teach a pupil English in the ninth grade, or arithmetic in the seventh grade? How much English or arithmetic is being taught for every dollar spent? What does it cost the community to give a pupil an eighth-grade or high-school training?

Also, as a matter of course, you have a right to expect the superintendent to possess a high degree of personal integrity and promptness in meeting his personal financial obligations.

These are some of the things a board of education can rightfully expect of its superintendent, but not unless the board of education likewise lives up to certain obligations and duties. The superintendent has a right to expect from the board its whole-hearted support in the execution of any program that has been decided upon by the board with his advice. He has a right to expect that this support will manifest itself in giving him reasonable assistance as a board to carry out the measures that are necessary to secure the ends desired. The board has a right to modify and to refuse, absolutely, any recommendation, but once passed by the board the members are morally obligated to stand back of their executive officer in the execution of any and every part of the recommendation. The superintendent has a right to expect that the board will protect him against personal interference of those members who have a distorted conception that they are separate, distinct school officials instead of members of an official school board. Board members should refrain from personal interference and activity in the school system, and observe the correct principle of board control; namely, action as a board, and not as individuals.

Confidence in the Superintendent

Between the superintendent and the board of education there must be perfect frankness and confidence. The superintendent has a right to believe that he can discuss any plan or any person in complete detail with any committee, or at a regular board meeting, and that the matter will remain confidential until the proper time for its being made public is at hand. Furthermore, when a board of education elects a superintendent to a position and makes clear its desires, and accepts his plan for realizing the program, it is morally obligated to back him for such a period of time as will give the program and policies a fair chance to show results. Only with such mental security can a superintendent feel free to give his best attention and best service to the work. Without sufficient time no program can be expected to give results. A fair chance and a square deal demands it as the least a board can do. Mental insecurity in the minds of superintendents impairs their efficiency and service. A superintendent who is always thinking how to win favor or fearing discharge cannot render good service. When you tear up the roots of his friendship or break up the social life of his wife and children, or cause him continually to think of employment elsewhere, nothing but injury results. Such conditions always interfere with the continuity of the

school program, as well as with the teaching activities, and result only in waste and inefficiency and in injury to the children of the schools.

It is not a question of tenure for superintendents. I am not interested primarily in the personal welfare of superintendents, but in the rights and privileges of the boys and girls who are pupils in our public schools. The Supreme Court of the United States does not guard the tenure of its judges because of any solicitude for the personal welfare of the individuals, but because it is interested in judicial independence which is the most vital of all factors in getting honest decisions and maintaining high standards. The surest way to impair efficient service and honest judgment and to destroy confidence of everyone in a superintendent is to develop in the pupils, teachers, and parents a feeling that the superintendent holds the position by virtue of pleasing or favoring individual members of the board of education. If the superintendent's best service and judgment on educational matters is to be ours, he has a right to expect the support of a board of education long enough at least to give his theories and program a fair chance, and for so long thereafter as the board of education is not absolutely certain that it can get someone who can do a better job in realizing its educational ideals. If, therefore, you will set yourselves to the task of developing the principles and procedures of properly using the executive and administrative heads of your public-school systems, you will render a service that will revolutionize education in the state.

An Efficient Teaching Corps

The importance of employing a properly qualified and efficient teaching staff is second only to the selection of an educational leader. If you have good teachers, the chances are one hundred to one that you will have good schools. It becomes the obligation of the superintendent and of the board of education to recognize as never before the importance of securing and maintaining good classroom teachers. Classroom instruction is the one worth-while activity that cannot be impaired or undermined without the children suffering irreparable consequences and injuries.

Too little thought has been given by those who are in authority to selecting classroom teachers whose credentials would warrant their selection on the basis of their professional and academic training, and an undue emphasis has been placed on the imperative needs of candidates themselves who desire positions. During the economic depression, which now extends over a period of nearly four years, thousands of men and women in various occupations, who lost their positions as a result of the depression, have turned their attention to the possibility of securing a position in the field of teaching. This group consists largely of those who have had college training, or have held college degrees in the fields of engineering, geology, law, business administration, and liberal arts. It also includes married women, whose main object is to supplement their husbands' diminishing income,

THE SCHOOL BUILDING

"Every public building stands as an example of the culture and intelligence of the community, and no building more so than the school. Not only should the citizen be able to point to it and its grounds with pride, but to the pupils the group should express rightness and beauty. They should enter it with the feeling that it is a cheerful and pleasant place. The school itself should foster the appreciation of fine things, which is part of education." — L. W. Briggs.

or to earn the entire livelihood for the family. This entire group, a few of whom have made any specific preparation in the field of teaching are able, under our laws, to secure the highest certificate, which enables them legally to teach, provided they have in a perfunctory sort of way taken a few hours in education. These people, none of whom had been adequately trained for the work of teaching, became active competitors with those who had adequate training and who had expected to make teaching a life career. It is a question how long we will let our children suffer because of these unscientific and unprofessional systems of certification and selection of teachers which now exist in this state.

If we are to run the schools for the benefit of our children, there must be an advancement in certification requirements so that the well-trained teacher will not be facing unfair competition and unjust handicaps through the prevalence of candidates of inferior training, who hold teachers' certificates. Especially is this true in the light of recent research which now conclusively shows that higher training, larger teaching experience, and ability to handle larger pupil enrollment, are directly associated with greater and better pupil achievement and learning.

More Elements of Efficiency

Furthermore, we must remember that if we permit conditions involving demoralizing, unfair competition, we cannot expect our children to have the best teachers. A prerequisite for commendable teaching is that the teachers have not only proper professional training, but they, by means of magazines, books, and courses keep constantly up to date. If the conditions are such that a teacher's salary can only meet the expenses of room, board, and clothing, then obviously the children will suffer the consequences.

Classroom efficiency cannot be maintained by teachers whose appreciation of educational ideals, aims, and functions are dull and hazy; who have little or no teaching insight and resourcefulness; and who are efficient in the subject matter they teach, as well as in the professional and technical knowledge necessary to the art of teaching.

The depression has, and will, deprive our boys and girls of many things in the way of equipment, comfort in surroundings, and even in variety of subjects offered, but alert and resourceful superintendents and boards of education will see to it that they are not deprived of the guidance and companionship, the direction and instruction of competent teachers. Present economic conditions make it imperative that our schools be operated on a basis of strict economy. Evidence abounds to show that the schools have met the demands of present-day conditions, by severely curtailing budgets. Let us not forget, however, that selecting competent superintendents as leaders and employing efficient teachers are not only the best, but the most economical ways of developing good schools. A good teacher is always an economy and an asset; a poor teacher is always a waste and an extravagance and should not be tolerated. There have been certain instances where boards of education sincerely desiring economy have injured the schools by too drastic retrenchments and curtailments. None of us believe that the welfare of children is advanced by shortening the school year, by withholding needed books and school supplies, by impoverishing teachers, and by dropping subjects essential to the life of the children and to future American civilization. This has been done in many communities throughout the country. These are social evils for which this generation of children and the next generation of adults will pay in terms of thwarted child development and ignorance.

(Concluded on Page 73)

Mr. Hamilton Achieves a Sense of Proportion

Brooke W. Hills

Mr. Bill Baron, Sophomore, Writes a Letter

Now, Ducky, you know I don't like to write letters very well, and I don't know anybody who does, unless he is some business executive who hires somebody to write them for him, but I got some very important news I want to tell you about, and everything from now on is strictly on the Q.T.

When you were home at Easter, I told you how you had passed up a good bet when you let your folks send you away to prep school, instead of sticking around Raywood. I didn't want to go, and I heard my Dad say to Mom, "Peace at any price," when I was kicking to stay home the time they shipped you off, and so I got a good break and I'm still here.

Well, Ducky, things have been going pretty good this year. You know we have got a new principal, and it's a good thing we have. Gosh, last year was a wow, wasn't it? Nothing but troubles all the while, somebody always hopping on you, mostly old Mount. Why, last year after the first two or three weeks, he used to put in half his time trying to get something on me; and when he thought he had me hooked, he'd yank me into the office, and I'd get socked an hour after school for nothing, and he'd tell me I ought to thank him for doing me good. Got so after a while I figured my hours were different from the rest of the school, and if I had to stay in anyhow, I might as well give them something to think about, so I'd come late, instead. Boy, did that get their goat! Once I asked for a break when I hadn't done a thing, not a thing. Did I get a break? I did not. I got half an hour extra from the principal for talking back.

Well, Ducky, the new principal is a man named Hamilton, and he seems to know his job pretty good, and things were all O.K. with me until the other day. I knew old Mount was a-laying for me, but he didn't have anything on me, and ever since I found out the rest of the teachers would leave me alone if I'd leave them alone, I've got along all right. Nothing wonderful, you know, but pretty good for me.

Well, Ducky, last Tuesday during the fifth period I was pretty thirsty, so I thought I'd go to the locker room and get a drink and stretch my legs a little. You know how darned hard those seats are after a couple of straight study-halls. So I asked old Mount for permission, and he says "Yes" before he sees who it is, and then it's too late. I took the long way downstairs and finally I got to the locker room. Everything was O.K., and it was pretty near time to go home to lunch, and I had all my homework done as good as I could get it, and there wasn't anything to worry me, and I was mentally wondering how we'd make out with Overpeck in the ball game this P.M., and I opened the door to the locker room and looked in, and there was Mr. Hamilton showing the lockers to another man who was smoking.

I thought maybe it wasn't the place for me, and I said, "Excuse me," and Mr. Hamilton called out, "Come on in, Bill, the water's fine." I got me a good drink, but the fountain was out of order and splashed me, and Mr. Hamilton said, "Bill, that's a Saturday fountain, why didn't you pick another?" I didn't catch on at first, and he grinned and said, "Well, I just saw you take a bath," and that's just like him, always passing the time of day with you, and never getting sore, or asking you who let you out.

The sixth installment of Mr. Hamilton's first year in the Raywood High School. It brings to a close the account of the significant happenings which endeared Mr. Hamilton to his students and which led to his permanent appointment as head of the school. For obvious reasons the author has used a pen name.—Editor.

Well, Ducky, I wiped my face, and then Mr. Hamilton and this man went back to the office, and I walked upstairs the long way, and only stopped to look out the window a minute and ask Buck Rarman if he thinks we'll beat Overpeck this P.M., because we owe them a licking for football from last fall, and finally I come around the corner, and there's old Mount standing there all out of breath from running up the stairs the short way, and he said,

"Well, Mr. Baron, at last I got you dead to rights! Sneaked out and been smoking in the locker room, haven't you?" And did he give me a dirty look and was he glad all over? I'll say he was.

Boy, was I mad! You know I wasn't doing a thing, not a thing. And I got pretty red-headed and told him he's all wet, not just that way, of course, but that was the general idea.

Then old Mount sort of swells up and said, "I watched you come out of the locker room, and you were the only one there, and the place is full of smoke, and that's just like you, and don't you look so innocent, and don't you try to lie to me!"

Well, Ducky, nobody is going to call me a sneak and a liar for nothing, I don't care who he is, so I just tell old Mount I'm not, and I don't thank him for trying to put me in bad, when I hadn't done a thing, not a single thing.

"That's enough, young fellow! Go on back to study hall, and come to the office in five minutes if you know what's good for you. I'm going to give Mr. Hamilton a good chance to see how this milk-of-human-kindness discipline works on a fellow like you."

Well, Ducky, I went back to the study hall feeling pretty bad, and I told a couple of the fellows there about it, and they were good and sore, and I watched the time, and went down to Mr. Hamilton's office, and there was old Mount coming out of the teachers' room, and was he glad, and was I mad, and he's all set and raring to go.

Mr. Hamilton was working at his desk, and in we went, and he looked up sort of surprised when he saw us.

"Why, hello; what seems to be the trouble?"

"Plenty!" said old Mount, sitting down in a chair and leaving me on the carpet. "Now, then, young fellow, just you tell Mr. Hamilton I caught you smoking, and then you tried to lie your way out of it."

Boy, was I burned up! "I won't!" I said, and I wouldn't if they tried to can me the next minute.

"You won't?" hollered old Mount, so red in the face I thought he was going to bust like a tomato when you hit it with a club.

"No!" said I again, hollering back just as loud. "I won't, because I wasn't doing either of those things, and what's more, you didn't catch me because I wasn't!"

Well, Ducky, I don't know what might have been pulled off last year for this, but Mr. Hamilton said pretty quick,

"Baron, you better go back to study hall while Mr. Mount and I talk this over. I'll send for you — when I want you."

I started to say something more, but Mr. Hamilton seemed to be pretty mad himself

about something, so I went back, and on the way I remember what my Dad said not to do any talking when maybe you'd better keep still, and so I didn't tell the fellows anything when they asked me, and when old Mount came back he gave me another dirty look, but he didn't say anything, either.

That was five days ago, and nothing happened until this morning, and then Mr. Hamilton stopped me in the hall, and I thought maybe here is where I get mine, but he said, "Bill, did you ever make a mistake in your life?"

I know what he is talking about, all right, but I said, "Of course, I have." And I was a little bit scared, for I thought maybe I had been pretty fresh, but I didn't get fresh until I got mad for being blamed for something I didn't do, but he said sort of slow,

"Bill, I'm going to tell you something," and he looked very hard at me. "Bill, a bum sport is a person who is happy when another person makes a mistake and he goes around crowing about it. A good sport has got sense enough to shut up when he sees the other fellow knows he has made a mistake, and what's more, he doesn't try to rub it in. Nobody is right all the while. Do you get me?"

Well, Ducky, nobody is going to be able to say I'm a bum sport, so I'm not doing any talking, and I'm staying away from old Mount, and I guess that's about all of that, although I won't stand for being called a sneak and a liar, for I'm not.

Say, Ducky, we gave Overpeck a good beating the other day, and we got seven runs and they didn't get any, and things are going pretty good, and you made a big mistake being sent away, and you better start getting fixed up for next year. . . ."

Several Reactions

MR. MOUNT (in the men teachers' room): That matter I mentioned this morning has been settled very satisfactorily. As I think I told you, it seemed wise to counsel Mr. Hamilton in a problem of discipline. I am glad to say I am sure the young man under consideration has learned his lesson, and will trouble the school no longer. I may say, too, gentlemen, that I think it will be entirely unnecessary for me, hereafter, in view of what I have said to Mr. Hamilton, to be obliged to keep our pupils under my personal surveillance. I was sure Mr. Hamilton would see the light when I presented this troublesome case to him.

MR. MOUNT (in a teachers' agency): I'm very well satisfied where I am in Raywood. There is no urgent reason why I should make a change, but I feel I am qualified for larger opportunities. If some suitable opening materializes, I shall be glad to consider it, even though the salary be the same.

MANAGER OF AGENCY (following the dignified exit of Mr. Mount): Qualified for a larger opportunity. I guess you are and I'll try to get you another job. But I know Hamilton — and I know you. My guess is, you monkeyed once too often with him.

MR. HAMILTON (to himself): Confound it all, anyway! Why, oh why, wouldn't Mount play ball with the rest of us? . . . I can't see where it's my fault. . . . Mount, you didn't give me a chance, not a chance, to show my good will. . . . Was it fair for you to try to undermine me, just because you didn't get the job? . . . Mount, you asked for it, and you just naturally have got to take it!"

Dinner for Two — The Superintendent's Account

Say, Travis, I was over in your bailiwick the other night and visited the restaurant you have been boasting as the best place in the state to get a good big steak with appropriate fixings on the side. I certainly admire your choice, and did enjoy that dinner, although I had the pleasure of paying the high-school principal's check as well as my own. Let me tell you how it all happened.

You have heard me mention the interesting chapel exercises in our high school this year. Mr. Hamilton and I have worked together on a number of these programs, and we have managed between us to get a good many really worth-while people out here as speakers. He seems to have a faculty for going out into the most unexpected places and bringing back people who are ordinarily very hard to secure. I've enjoyed dropping in from time to time and listening in; it seems like old times to be away from the superintendent's office for a little while and to be with the high-school youngsters again. I asked Mr. Hamilton once how he managed to get these speakers, and the other day he provided me with a fair answer, at the same time collecting a good dinner from me.

You see, my wife told me about two weeks ago that a well-known foreign lecturer, who is visiting in this country at present and giving talks in some of the large cities, had been signed up by our Woman's Club to come out to Raywood. Evidently his acquaintance is rather hard to make; at least, it is expensive enough, for the Club had to pay him a hundred dollars for an hour's talk. I mentioned this to Mr. Hamilton one afternoon while I was in his office, and suggested that we might help out the women and at the same time benefit a number of our own pupils, by making some kind of a dicker for a block of students' tickets at reduced rates. This struck me as a good idea, and I was surprised when Mr. Hamilton squirmed around in his chair for a moment and said,

"Why can't we get that man to come here to the high school the same day and give his talk free of charge to the students?"

"Mainly, because it can't be done," I replied.

Mr. Hamilton looked at me with a grin and observed, "Well, Boss, far be it from me to question your conclusions in any educational matter, but when it comes down to a cold, hard, business proposition, I'll take a chance. I heard you and your friend, Travis, talking in your office the other day about the wonderful steak dinners they get at the restaurant in his town. I'd rather like to lean up against one of them myself, especially if I can get someone else to pay for it. Now, here's a strictly business proposition I'll make you. You say I can't get that speaker to come here for nothing. I'm not saying I can, but I think I can, and I'd like to take a shot at it. Let's make a bargain. If I do manage to get him out here to speak in our assembly, without cost either to the school or the pupils you're agreed, here and now, to blow me to one of these noble repasts. If I find I can't do it, I'll say you were right, and the dinners are on me. What do you say?"

Now, Travis, what would you say if your high-school principal put something like this up to you? Of course, I took him up on his proposition; you won't catch me ducking out. Besides, to be entirely frank with you, I was rather anxious to check up on your judgment, as well. I couldn't imagine how he expected to get at it, and when I asked him, he merely observed that "a serious matter of this kind would need his deep and undivided attention; that he would advise me later." So we shook hands on the bargain and went back to work.

About a week passed and there were no signs from the high-school office that Mr. Hamilton was making any progress. But early last Mon-

day morning his secretary dropped a note on my desk:

"I wonder if you could conveniently drop in at my office pretty soon to see me about that important matter we were discussing the other day? S. B. H."

Aha, thought I. Here's where the high-school principal is ready to admit he is beaten. And I crossed the hall to his office.

"Well, Mr. Superintendent," he observed with a cheerful smile, "it's about time for me to be thinking of that dinner you are going to buy me, and here is where I get started."

So I sat down and watched him. Turning to the telephone, he called up a number in the city, and the next minute was inquiring if he had the pleasure of talking to this lecturer. The conversation ran something like this:

"This is Mr. Hamilton, principal of the Raywood High School, speaking. . . . Yes, I know you are coming out here this afternoon to speak, and I called you up to tell you how disappointed we all are your address is set for a time when school is in session, for I know our faculty would have been glad to hear you. It's quite an honor for Raywood to have you come here. . . . By the way, how are you planning to come to Raywood? You'll drive out, I suppose. . . . You're coming by train? My goodness, I'm sorry to hear that! . . . What's the matter with the train? Oh, nothing, if you really must come that way. Do you know how to get to the ferry? . . . Why, yes, you take the ferry to the railroad station across the river; it's 'way down town. I should think it will take you about forty-five minutes by taxi to get there from your hotel. But be sure to look up your train connections; there are not many trains at this time of day. . . . I think if you start immediately, you'll get here in time, but you'll have to hurry. . . . I wonder if I can't do you a favor. Two of our high-school seniors are just leaving to take care of a matter in the city for me. Won't you let me direct them to pick you up at your hotel and bring you out by car? . . . Why, it's no trouble at all. We'll be glad to take care of you. They'll drop you here at the school, and I'll see you get to the club in plenty of time. . . . Yes, they will be at your place in an hour or so. . . ."

And a few minutes after Mr. Hamilton had hung up, I saw a car go rapidly down the driveway from the high-school building.

"Well, Boss, the cloth is on the table and the steak is on the fire," he observed cheerfully.

Now, what do you think of that for a beginning? Every word Mr. Hamilton had said was the exact truth, but how on earth he ever thought up such a scheme as this I don't know. But just listen to the rest of his duplicity. The boys returned after a while, the lecturer in the rear seat. He was invited into the building, shown around the school, and finally Mr. Hamilton inquired if he would like to attend an assembly which was just about to be held.

"If you have never seen an American school in action," he added, "I think you might find it very interesting." And the two went up on the platform, "where the whole school might be seen together."

The school went through the usual opening exercises, and then Mr. Hamilton turned to his guest and observed,

"I'm really very sorry we have no special program this morning. There is a half period left, and usually, when we are not fortunate enough to have a speaker, we spend the balance of the time in singing."

Whereupon, right before my very eyes, this foreign gentleman suggested that "he would like to tell the pupils how much he had enjoyed his visit at the school." Mr. Hamilton promptly said, "Why, of course," and turning to the school told them who their guest was, sat down,

and I'll be hanged if this man didn't go ahead and talk to those youngsters for nearly half an hour!

Our distinguished visitor seemed very much pleased when, at the end of his talk, the school gave him the long yell, and he beamed all over. And the last I saw of this particular piece of villainy, was the spectacle of Mr. Hamilton shaking hands and saying good-by with this hundred-dollar-an-hour speaker, and accepting his thanks "for such a very pleasant and novel experience in the school."

Well, Travis, I came across like a gentleman, and I'll say the steak was fully up to your recommendations. But I'm telling you that the next time I make any agreements with Mr. Smith B. Hamilton, or any other ex-business man, in which a steak dinner is the consideration, I won't. Just you wait; I'll get a dinner out of my high-school principal in return for this, if it takes me from now to Christmas!

A University Alumni Secretary Reports

The next school I visited on my trip was Raywood. It has been several years since my last call in that town, and there have been a number of changes, particularly in the administration. The former high-school principal is now superintendent. His office is in the same building, but the conduct of the high school is in the hands of a new principal, a Mr. Hamilton.

I was very much impressed with the fine attitude of the pupils. As usual, I had arranged to show our new motion pictures of life in the college. There is but one machine in the auditorium of this school, thus necessitating an intermission between reels. I explained this to Mr. Hamilton, thinking he might wish to advise the teachers to look out for possible disorder while the second reel was being put in the machine. To my surprise, he did not think it necessary to follow this up.

"I am pretty sure the school will know what to do," was his only comment.

The pupils filed into their seats, moving along in no particular order, but in groups, rapidly, and without any apparent supervision. When they were seated, I spoke to them for a few minutes, and then left the platform and went to the extreme rear of the auditorium where Mr. Hamilton was seated. It was evident that the pupils were entirely "on their own," and I was extremely curious to see what would happen under the circumstances.

They talked quietly until the lights went out and the first reel began. Immediately, and without direction, there was complete silence in the room; this continued until the first reel was finished, and the lights were turned on. Again there was a quiet buzz of conversation, but, as in the first instance, as soon as the picture again appeared on the screen, at once there was a quiet, interested attention.

I commented on this to Mr. Hamilton as the reel was coming to a close.

"Who is in charge here?"

"Why, I suppose I am," was his answer. "But the pupils know what to do without being told."

When the pictures were finished, Mr. Hamilton went halfway down the aisle toward the platform, thanked me for having brought the exhibit to Raywood, briefly observed that the exercises were concluded, and without another word joined me and walked out of the room.

That was about all there was to it. The children knew what to do and did it without being bossed. Their attitude greatly pleased me, and on leaving the building, I took occasion to tell Mr. Hamilton how much I had enjoyed my visit.

"Mr. Hamilton, I visit a great many schools each year, and have unusual opportunities to size up situations. I want to tell you I have never visited a school in all my experience where the pupils have developed such a fine

(Continued on Page 75)

Interpreting the School Budget to the Schools and Public

Chris A. De Young, School of Education, Northwestern University

Fiscal publicity, which includes the dissemination and interpretation of the public-school budget and related data, is a part of the broad field of public-school relations. In practice, it should not be isolated from the complete public-relations program of the school; it is segregated here merely because the interpretation of the budget calls for some definite procedures and specific techniques.

The *public-school* budget needs to be interpreted both to the *public* and to the *school*. The board of education and the teaching personnel, as well as the general public, desire and need enlightenment on school finances. They are not, however, mute "audiences" to be reached in a high-pressure selling campaign. Fiscal publicity calls for reciprocal relationships: "The importance of public-relations work as a *listening* function is fully as great as the activity in *telling*."¹

Many administrators do not practice the listening function in public relations. Some do not believe in any form of publicity. Most schoolmen, however, are interested in public relations, including fiscal publicity.

A plan for fiscal publicity entails the lucid interpretation of the budget to three groups: (1) the board of education, (2) the school personnel, and (3) the general public, especially the taxpayers and the parents of children in school. Since literature is replete with references to general programs for establishing public-school relations, this article is confined to specific techniques and procedures for interpreting the budget to the three groups mentioned.

I. Interpreting the Budget to the Board of Education

In a fiscal publicity program the first task of the budgetmaker is to discuss the budget with his board of education. In so doing he speaks and *listens*: "It shall also be the policy of the board of education to interpret the public to the schools."² Thus the administrator and the board of education, through coöperative efforts and mutual understanding, lay a solid basis for the enlarged program of public relations. In some instances the members of the board aid in the preparation of the budget, hence they understand readily certain parts of the document or perhaps the entire plan. In most schools, however, it requires much effort to educate the board to the full meaning and content of the budget. This is especially true if there are one or more newly elected members unfamiliar with the routine.

Techniques for Informing the Board Members

Direct, specific techniques and procedures are available for enlightening the board on the complexities and numerous details of the budget. These devices should be reënforced by a wholesome, directive philosophy of education. Furthermore, school publicity must be dignified; it should not imitate all the methods of Reichenbach who tried to adapt the rudimentary principles of ballyhoo into a philosophy of propaganda.³ Discretion should accompany the use of the following techniques for interpreting the school budget.

1. *Letter of transmittal.* Even in small schools, where the board members are few and where informal contacts are possible, a letter of transmittal may become a distinct asset in

This article is the fourth of a series and rounds out the author's excellent discussion of the main administrative aspects of budgetmaking.—Editor.

interpretation. A brief, well-written letter, accompanying the budget or a part of it, may emphasize certain factors of special importance or interest. A sample letter from a 1933-34 budget is found below.

Beloit, Wisconsin
March 21, 1933.

Board of Education
Beloit City School District
Beloit, Wisconsin

Gentlemen:

Pursuant to your resolution of January 5, 1933, I am herewith submitting a proposed budget for the Beloit City School District for the year 1933-34.

Although this budget has been prepared with as much care as possible, it will doubtless contain many errors of a minor nature. Some items will doubtless not work out as planned, for the reason that there are not corresponding items of past years with which to compare these figures.

This budget represents a decrease on practically every item of 1931-32 and 1932-33 except that of textbooks. Here the amount has been increased by \$1,000.

In studying this budget it will be helpful to keep in mind the plan by which it was prepared. Both the present and the past year have been used for comparison, but all items do not show in the present year for the reason that they are not known at the present time. All items, except salaries, are as proposed for 1933-34. Since it was not definitely agreed just what per cent salaries should be cut, the salaries as shown are the basic salaries of this year. At the end of the report all salaries are segregated and several proposals are made for further reductions. Without any reduction of salaries the budget for next year would be \$21,238.08 less than the tentative budget for the present year and \$49,819.27 less than the year 1931-32.

Headings for items and subitems are the same as those used by Mr. Cameron and the same as those required by the state. These items, with code numbers, are used in order as follows: (1) a statement of all items and subitems with their several amounts; (2) a detailed analysis of these items, and (3) a summary with proposals for definitely fixing the amount of the budget for 1933-34.

I wish to express appreciation for the excellent help Mr. Cameron has given me in the preparation of this budget. Teachers and principals have coöperated splendidly.

Respectfully,
D. F. R. RICE, Superintendent.

Many schoolmen in systems which are fiscally dependent also use letters of transmittal when the estimates are sent to the city council.

Less formal correspondence than the above may be employed. The following illustration is part of the first page of a budget from a city in Illinois:

Eleven Items of Special Interest in the Budget
I. Valuation of the School District \$84,400,000
II. Tax Rate, \$1.58 (Education, \$1.35;
Building, \$0.23)
III. Insurance (A new item as we have
had no building insurance) \$ 7,000
VI. Milk (New item for milk and
crackers) \$ 9,000
X. The budget provides that all teach-
ers' salary schedules continue in
operation.
XI. The 1931 budget is \$128,425.89 less
than the 1930 budget.

The budget of Mankato, Minnesota, contained recently a preliminary section of questions and answers, prepared by the superintendent. A sample of this device follows:

Question: Is the budget for 1931-32 higher or lower than for 1930-31?

Answer: It is lower. The total difference when including the bonds and interest due the state is \$7,157.90.

Each superintendent should develop direct means of supplementing the budget with interesting and valid interpretations.

2. *Written explanations of increases and decreases.* Some budgets examined by the writer are merely compilations of numbers under appropriate headings, due to the fact that their makers regard the budget only as a document for an auditor and consequently assign no written reasons for increases or decreases in the expenditures and receipts over amounts allotted the previous year. The board of education and the public, however, need explanatory statements.

The following illustration is taken from a budget of Faribault, Minnesota:

Our insurance will cost in round numbers \$2,400. This amount is lower by approximately \$1,000 than it was for the corresponding period three years ago. The decrease is accounted for by the new rates which we are enjoying as a result of the coinsurance plan.

Such annotations increase the size of the document, but they also augment its legibility.

3. *Oral explanations of content.* Many officials state orally the cogent reasons for cutting or increasing expenditures and receipts. Some make their comments in writing, supplementing them with verbal explanations, sometimes to committees and at times to the board as a whole.

Buck emphasizes the importance of the "budget speech" when a state document is presented to the legislature: "When properly prepared, the budget message is the means of vitalizing the financial plan. . . . It is a means of breaking away from the technical language of the accountant and the statistician and of stating the budget plan in the everyday language of the people."⁴ The President of the United States, in presenting the federal budget, assumes his prerogative of making a "budget speech" in which he offers detailed explanations for increases and decreases in proposed expenditures and receipts.⁵ Schoolmen should also prepare budget messages, verbal and written.

4. *Explanation of accounting terms.* In public-school budgets there are many accounting terms which are not readily understood by the ordinary board member and the layman; hence it is desirable to devote some space in the budget to the translation of these foreign terms. Some officials provide a mimeographed portion which is reused each year for explaining such terms as general control, encumbrance system, capital outlay, and so forth. The following illustrations clarify two accounting terms:

Account No. 101-1. *Board of Education expense* includes such items as appraisal of property, publication of the minutes of the board, cost of transportation of school officials to conventions, printing of the directory, etc.⁶

Supplies are materials which are constructively consumed or used up.⁷ Such definitions enhance the understanding of the contents of the budget.

5. *Table of contents.* The budget content must be well organized. The preparation of a table of contents will promote organization of the materials and facilitate interpretation, since it will enable board members to find readily those portions which are especially interesting or which present special difficulties. Such a table is particularly helpful in large budgets. The following is a partial example found in a recent budget from New Jersey:

Contents of the Budget	Pages
Summary and Analysis	I-VII
Administration—General Control	2-11
Receipts	87
Buck, A. E., <i>Public Budgeting</i> (Harper and Brothers, 1929), p. 57.	
"Time Magazine, January 15, 1934, p. 17.	
"Budget, School District of Pontiac, Michigan, 1931-32, p. 1.	
"Budget, Alhambra City School District, Alhambra, Calif., 1930-31, p. 10.	

¹Long, J. C., *Public Relations* (McGraw-Hill Co., 1924), p. 10.
²Hamtramck Public Schools, Hamtramck, Michigan, *Research Series*, 1928, p. 35.

³Reichenbach, H., *Phantom Fame*, as told to D. Freeman (Simon and Schuster, 1931), p. 257.

A few large budgets provide an index as well as a table of contents. Cross references are also useful in indicating, for example, the page upon which the details of a particular expenditure or fund may be found.

6. *Summary of the budget.* A single sheet or a few pages containing a compact summary of the proposed expenditures and receipts as well as the amount of the probable balance give the board members a ready overview of the entire budget. Many documents analyzed by the writer fail to bring in juxtaposition on the same page a summary of the receipts and the expenditures. The auditor of Gary, Indiana, prepares separate mimeographed sheets which summarize the main budget of more than two hundred pages. A short recapitulation of this kind minimizes the danger that totals may be lost in a bewildering mass of minutiae.

7. *Periodic reports to the board.* The task of interpreting the budget and other fiscal data is not automatically terminated by the formal adoption of the estimates. Reference has been made elsewhere⁸ to the necessity of informing constantly the board of education as to the initial status and the progress of the budget. This is done monthly in most schools, and semi-monthly in large systems. The report shows the budgeted amounts and the actual sums received or expended, with the budget balance, encumbered and unencumbered. This periodic record is a great aid in the administration and appraisal of the budget.

8. *Charts and visual aids.* Some schoolmen represent the *status quo* of the budget pictorially, in a chart or diagram.

The use that may be made of graphics and other types of illustrations in illuminating the budget documents is limited only by the ingenuity of the budget-maker.⁹

Pictures have always been the surest way of conveying an idea, and next in order, words that call up pictures in memory.¹⁰

The graphic methods employed in two schools, in Michigan and Ohio respectively, follow:

A monthly graphic chart is constructed showing the relation between the amount actually spent to date and the amount apportioned for that period. The chart is made, or grows, from month to month, on tracing cloth mounted on a window-shade roller, is used daily and is displayed monthly at meetings of the board of education and frequently at other gatherings where school finances are under consideration.¹¹

Our budgets for a ten-year period are shown on large charts; as each year ends the results as shown on the financial report are posted to it in figures two inches high. These charts are on display in the board office and as they are cumulative they show at a glance, increases and decreases over the ten-year period. This has proved a very popular idea with the board. I have also used these charts in discussing public-school finance before the Chamber of Commerce, P. T. A., and service-club groups.

There are recognized limitations in the use of pictorial methods, yet diagrams and charts, if properly made, can illuminate many obscure but significant fiscal facts.

9. *A periodic audit.* An audit made periodically also assists in interpreting to the board of education the progress under the budget. The audit may be of two kinds: (1) an administrative audit made by an employee of the board, or (2) an independent audit made by an outside auditor, such as a certified public accountant.

10. *Other methods of informing the board of education.* Innumerable other devices and techniques might be mentioned for interpreting the fiscal documents to the board. Obviously, the adoption of a long-term budget will assist the board members in understanding the annual budget which becomes a part of the long-term plan. Personal conferences, committee meetings,

and other informal contacts are indirect aids. If board members are to consider and discuss the budget intelligently, they should have a copy of it in their hands in advance of the meeting at which it is to be adopted. Superintendents who send out an agenda for each board meeting have this additional means of notifying members in regard to the budget, its adoption and progress.

The understanding of the detailed budget by the administrator and the board of education is the first objective in the fiscal publicity program. The presentation of the budget constitutes an extremely difficult task. The formal occasion should be carefully planned, as a well-prepared budget may lose much of its effectiveness unless it is presented and explained in a succinct, businesslike manner.

II. Interpreting the Budget to the School Personnel

The school personnel constitutes a small but important group in public relations. It consists of: (1) the paid employees of the board, including principals, supervisors, teachers, librarians, clerks, and janitors, and (2) the pupils.

The information supplied by the teachers will differ from that given to the school board; it will be less detailed and less technical.¹² But, as with the board, the basis of information must be complete confidence.¹³ Suspicion and disintegrating morale among teachers often increase as the budget decreases. Says Moehlman: "The teachers, like all other types of public servant and private employee, work to best advantage and produce the best results when they have full knowledge of the necessary facts and conditions underlying their work, and when their professional interests and ambitions are carefully developed under wise leadership."¹⁴

Public-school relations certainly include publicity *within* the school.¹⁵ The question is: How can the administrator and the board of education give the desirable budgetary information to the personnel?

Techniques for Informing the Personnel

1. *Faculty committees on public relations.* Just as boards of education have organized their committees on public relations,¹⁶ so too

¹²Moehlman, A. B., *Public School Relations*, p. 31.

¹³Moehlman, A. B., *op. cit.*, p. 32.

¹⁴*ibid.*

¹⁵Miller, C. R. and Charles F., *Publicity and the Public Schools* (Houghton Mifflin Co., 1924), p. 21.

¹⁶Editorial, *AMERICAN SCHOOL BOARD JOURNAL*, March, 1932, p. 55.

have the teachers. The faculty committee on public relations not only gives to the superintendent and board a direct means of interpreting the budget to the teachers but it also provides organized teacher contacts with the public.

2. *Faculty meetings.* Meetings of the faculty also may be used effectively for the dissemination and interpretation of fiscal data. The Secondary Survey shows, however, that only 58 per cent of the schools take advantage of this opportunity.¹⁷ In only 28 per cent of this number were the proposed tax levies discussed by the junior- and senior-high-school faculties. Yet many people in the community learn of the school finances primarily through their contacts with the teachers.

3. *Faculty bulletins and house organs.* Printed, mimeographed, or typed bulletins and notices afford other avenues for promoting fiscal intelligence among the school personnel.

4. *Magazine articles on finance.* Literature in public finance and general school finance, on which to build the local program, may be found in many books and professional magazines. Information on taxation and sources of revenue for public schools in the United States has appeared recently in the *N. E. A. Journal*, in a series of articles by Lutz and Carr.¹⁸ Data more adaptable to local situations are presented in the magazines and publications of several state education associations, as, for example, the *Michigan Education Bulletin*.¹⁹ The series published in 1933 contains data on school costs, the history of educational bills pending before the legislature, announcement of radio programs sponsored by the state association in support of the public schools, and other information pertinent to the financial welfare of the schools of that state.

5. *Coöperation in building the budget.* The argument is advanced frequently that teachers teach best a curriculum which they have helped to develop. Likewise, with reservations, it may be stated that teachers work best under a budget which they understand and which they have helped to build, directly or indirectly. Active participation of all teachers is impossible and often impracticable. However, through the creation of standards that involve elements of cost and that bear upon the performance of their duties,²⁰ or through their requests for materials and equipment, the faculty and other employees can share in the preparation of a part of the budget. This coöperation enlivens the interest of the staff in the budget as a means of rendering educational service to the child.

6. *The child and public relations.* The child is a medium through which information may be given to the parents. Hence, correct financial data, of an elementary nature, should be supplied to the child: "Children enrolled in the school constitute one of the most important community groups to which education can be interpreted. If every pupil can be graduated with a profound sense of the significance of free and universal education as the basis for democratic government, a great part of the public-relations problem will be solved."²¹

The *Twenty-ninth Yearbook* recommends that actual instruction regarding the budget and fiscal data of the school be given to pupils in arithmetic classes.²² The writer has witnessed such instruction in a school in St. Charles, Illinois. Through using the school equipment and receiving the instruction provided for in the

¹⁷Farley, B., *The Interpretation of the Secondary School*, Secondary School Survey, No. 16, 1933, p. 50.

¹⁸Lutz, H. L. and Carr, W., "Essentials of Taxation," *N.E.A. Journal*, October, 1933, to July, 1934.

¹⁹Michigan Education Bulletin, Lansing, Michigan, 1933.

²⁰Engelhardt, F., "The Business Management of the Schools," *Report of the Survey of the Schools of Chicago, Illinois* (Columbia University, 1932), Vol. I, p. 62.

²¹Farley, B., *op. cit.*, p. 59.

²²National Society for the Study of Education, *Twenty-ninth Yearbook*, 1930, p. 127.



"IT'S TIME TO SAVE THE CHILDREN"
—Brooklyn Tablet.

⁸De Young, C. A., "Essential Aids in Building the School Budget Program," *AMERICAN SCHOOL BOARD JOURNAL*, February, 1934.

⁹Buck, A. E., *op. cit.*, p. 108.

¹⁰Lippman, W., *Public Opinion* (Harcourt Brace Co., 1922), p. 162.

¹¹"School Economies," Michigan Education Association, *Bulletin No. 22*, March, 1931, p. 16.

budget, the pupil senses the significance of adequate financial planning for the school. High-school students in Illinois and elsewhere have assisted teachers and boards of education in the sale of warrants and coupon books, and in carrying to the community the monetary needs of the school.

III. Interpreting the Budget to the Public

Psychological principles of emphasis, repetition and association ought to be observed in preparing and presenting to the public the material for publicity. For example, in regard to emphasis, the Secondary Survey considers the present need for interpretation more insistent on the secondary than on the elementary level of education. The importance of repetition is recognized by the Engelhardts, Reynolds, and Moehlman, whose writings have stressed the need of a constant procession of publicity. Symbols, as devices for association, are as old as history. In fact, history has been written in symbols. In a public-relations program it is well to adopt a few symbols: "Because of their transcendent, practical importance, no successful leader has ever been too busy to cultivate the symbols which organize his following. . . . They conserve unity. . . . Only when symbols have done their work is there a handle he [the leader] can use to move a crowd."²³

The "little red schoolhouse" is not a good emblem; it is too impersonal, too far removed in history from many modern parents, and too suggestive of a cramped education. The symbol which moves parents to rally to the support of the school is the *child*. "The information presented to the parent is most effective when expressed in terms of the child and the child's needs."²⁴ A child-centered publicity program offers many possibilities. It involves dealing with organized groups and with individuals.

Techniques for Informing the Public

1. *Newspaper publicity*. The two usual newspaper methods are: (1) free articles and (2) paid advertising. The significance of readable, interesting articles is granted in most quarters. The use of editorials on budgets is increasing.

With the exception of legal notices, advertisements for which the board of education pays are not common. The two types of paid notices are: (1) minutes of board meetings containing the presentation, adoption, or audit of the budget; and (2) notices of public hearings. In some cities the law requires publication of the budget as adopted; in others the budget summary is published when the board minutes are printed. The main objection to this type of legal notice is that it presents the budget *after* adoption.

The public hearing, required by law in some states and communities, is generally preceded by a legal notice printed in one or more of the newspapers in the county. Most public-hearing notices give little information about the budget, except to state that it is open for inspection, and to designate the time and the place for the hearing. Fankhauser suggests that, in addition to this perfunctory information, the notice should contain the amount of the budget and a brief itemized account. A frank and clear statement of the needs of the school would also be helpful. If the dissemination of budget content is the objective, certainly the budget should be considered a part of the legal notice. Then those persons not inclined to go to the hearing may at least know the amount of the budget and the main items of expenditure. According to Fankhauser's study, the cost of the hearing notice is small, amounting to \$321 for the 149 districts reporting, or about \$2.15 for the average. The psychological advantage gained by no-

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tifying the taxpayers that the budget is open for inspection is certainly worth this small expenditure.

2. *Public hearings*. Public hearings, at which the budget is discussed or is supposed to be discussed, do not commonly serve as an agency for the spread of fiscal information. Very few of the current leading texts on school finance refer to legal public hearings on the budget. Twente says: "It would seem that the value of public hearings would be so patent that no board of education could ignore them, but only eleven out of the thirty-four cities of 100,000 or more population have such hearings on the budget."²⁵

The actual hearing is often a silent affair. Fankhauser²⁶ and De Young²⁷ found that no one, except board members, was in attendance at about 90 per cent of such meetings in Ohio. Two remarks from schoolmen in Indiana indicate the ineffectuality of the law in that state: "During our history no one has ever appeared at these meetings."

"In eleven years no one has ever appeared before the Goshen board on the day the budget was advertised for consideration." Making a hearing legal and compulsory does not insure its successful functioning.

As previously mentioned, it is imperative that school budgets be worded in simple, intelligible language, if public interest is genuinely solicited. Simplification of accounting procedures is another method of increasing interest. The public will probably come to hear, if what is heard can be understood. A mere verbal presentation of budget totals should be replaced by a clear-cut discussion of the document, simplified and previously presented through the medium of the press. Public hearings represent an unused but potentially effective avenue for actual interpretation of the budget.

3. *Copies or summaries of the budget*. Definite budgetary information can be spread by distributing copies or summaries of the instrument through the mail or other avenues. Out of 689 schools, only 164 (24 per cent) follow the practice of preparing the budget in quantities for distribution. A large majority provide no more copies than are actually needed for official purposes. The permission, explicit or implied, to view the budget in the school office, appears to some administrators an adequate attempt at informing the taxpayer regarding the budget to which he contributes.

The use made of a few copies may outweigh the advantages of quantity production. One superintendent in Michigan sends a copy of the school budget to the auditors of a large automobile manufacturer in that city and asks for comments or criticisms. Several cities in New York print the budget on the back of tax receipts. Besides printing the estimates in newspapers, schools often distribute copies at annual meetings, post copies on the school building, or supply them to interested persons.

4. *Research activities*. While most schools cannot support a bureau of research to collect, interpret, and disseminate fiscal data, nevertheless the research function in public relations should not be overlooked. Broad, general statements that school costs have been reduced are not so effective as specific cost studies revealing definite data. The material presented to the public must be inherently sound in argument in order to convince citizens.²⁸

²²Twente, J. H., *Budgetary Procedure for a Local School System* (Capital City Press, Montpelier, Vermont, 1923), p. 81.

²³Fankhauser, H. A., "School Budget Hearings in Ohio," *Educational Research Bulletin* (Ohio State University, April 1, 1931), pp. 178-182.

²⁴De Young, C. A., *Budgetary Practices in Public School Administration* (School of Education, Northwestern University, 1932), p. 58.

²⁵Alexander, C. and Theisen, W. W., *Publicity Campaigns for Better School Support* (World Book Co., 1921), p. 62.

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HAROLD HEATON, CARTOONIST, DEAD

Harold Heaton, the artist who for a number of years drew cartoons and other illustrations for THE AMERICAN SCHOOL BOARD JOURNAL, died on Sunday, January 21, in New York City. Mr. Heaton was a cultured gentleman and an artist, who had the rare faculty of expressing in graphic form a situation or episode in the educational life of the nation. The many fine cartoons which he evolved, attest his qualities as a student and artist.



HAROLD HEATON

Harold Heaton was also an actor and a dramatist. He was born somewhere in Southern Illinois, educated in the St. Louis School of Fine Arts, and began his career as a cartoonist with the Chicago *Tribune*, serving for ten years, after which he went upon the stage.

He played with William Gillette in *Sherlock Holmes* and other companies, and traversed both America and the British Isles, and then returned to newspaper work again, serving for five years on the Chicago *Inter-Ocean*. After that, he took to dramatic work again, alternately acting and writing plays.

While much of his time in recent years was given to the drama, he never lost interest in his art. Whether located temporarily in the turmoil of a great metropolis, or the quiet of a small town, he managed to find an occasional few hours to apply his skill with the pen.

His dramatic sense, coupled with his skill as a draftsman enabled him to portray situations with exceptional force and clearness. Complicated facts and circumstances found coordination and order in his mind and were thus reduced to the simple elements, and portrayed in graphic manner with a master hand.

He always manifested an exceptional grasp of the conditions that prevail in the educational life of the nation. In depicting these, his drawings were always chaste and refined. Never did pen descend to the rude or coarse. The goddess of education was always graceful, the school official dignified, the pupil natural. The story was always well told.

In affording a glimpse of his own philosophy of human existence, Mr. Heaton once said: "A man's life, it seems to me, is made up really not of material circumstances of heredity and environment, so much as what he wants to do in the brief span between his entrance on the stage of life and his exit therefrom, and the usually small percentage of actual accomplishment. Some cheerful philosopher has said, I think, that man is judged somewhere on the basis of his intentions rather than on the sum of his performance. It is a comforting theory. I hope it is true."

²⁶Lippman, W., *op. cit.*, p. 234.

²⁷Moehlman, A. B., *op. cit.*, p. 33.

A PROPOSAL to Spread Employment in the Teaching Profession by a "Sabbatical Stagger" Plan

F. W. Hart, Professor of Education, University of California

It can't be done. If it could—if every third row of teachers could be plowed under, the grave problem of oversupply and cumulative overproduction of teachers would be solved. But it can't be done—it's against the law. What then can be done? Is it necessary to do anything? To the last question the answer is inescapably "yes." If the administration of public education is to play its just part in the program of the New Deal through the extension of employment, something of great magnitude must be done. If teachers' salary schedules are to be maintained even at the present low level, competitive bidding for positions by the army of destitute unemployed teachers must be stopped.

Solution of the Teacher Oversupply Problem

Any notion that the problems arising out of oversupply and overproduction will solve themselves is as visionary and absurd as our earlier adolescent faith in the hiding place of "prosperity." Oversupply and overproduction of teachers are with us, not for a day or a decade, but permanently, unless drastic measures are taken. It is folly to talk of restricting output. Most of our teacher-training institutions are state-supported public schools and, therefore, they cannot deny admission to those who choose to enter. Furthermore, the number who choose to enter will continue to increase, for opportunity for employment in other fields offers no competition. As a matter of fact, the dearth of employment in other professional and technical fields is causing vast numbers of college-trained people to seek employment as teachers.

If we can't plow them under, what can we do? The very nature of the teacher's work is such that we can't resort to the shorter working day, week, or year, as in industry, without disrupting the pupil's program of instruction. Employment cannot be "staggered," thus, but there is a way by which teacher employment can be "staggered" without disrupting the work of the school, and at the same time make possible vast improvement in the work of the public schools, namely, "A Sabbatical Stagger." In the teaching profession, sabbatical leave on part pay has long been deemed desirable, both for the good of the service and for the good of the teacher, but it has not been widely used. Now is the time when the widespread adoption of a mandatory sabbatical-leave plan would serve three most laudable ends, namely: (1) provide positions for unemployed teachers; (2) provide for much needed professional growth and improvement of teachers in service; (3) protect the present low-salary schedules against further reduction from competitive bidding by the unemployed, many of whom are willing to teach for food and shelter.

The Sabbatical-Leave Plan

To the end that such a plan as suggested might have the critical consideration of a number of prominent educators and laymen through the country, the following statement of such a plan was submitted to a selected group early in 1933, with the request that they express their opinion of the desirability of such an undertaking. Seventy-one responses were received of which 49 approved the proposal without reservation, 8 approved provided certain safeguards were assured, and 14 expressed disapproval. The plan:

A Measure to Spread Employment in the Teaching Profession Through the Application of a System of "Sabbatical Staggering" with no Increase in the Cost of Education

This proposal is based on the following consideration:

1. WHEREAS, There is a vast number—an ever-increasing number—of professionally trained teachers in this country for whom there are no positions and for whom there is little hope of a position in the immediate future—a matter of years probably, and

2. WHEREAS, The state has a large investment in

the training of these unemployed teachers that is not now paying dividends to the state in the form of services anticipated, and

3. WHEREAS, Unemployment is one of the greatest and baffling problems confronting economic recovery and social stability, and

4. WHEREAS, Many of these professionally trained teachers are now working at odd jobs that are urgently needed by less well-trained members of our society, and

5. WHEREAS, If teaching positions were provided for those trained as teachers, the jobs they may now be filling would be available to others, and

6. WHEREAS, This oversupply of trained teachers, mounting steadily in proportion to demand, desperate for employment, constitutes an irresistible force that will inevitably and unavoidably, through competitive bidding urged on by poverty, drive the salaries of regular teachers to destructively low levels, jeopardize public education, reduce the purchasing power of the million public-school teachers now employed and thus hang another millstone around the neck of business recovery, and

7. WHEREAS, It is a matter of common knowledge that many teachers now employed in the public schools and receiving salaries in the higher brackets of the schedule are in need of further professional training or travel and study related to their field of teaching or in some cases health and physical upbuilding, and

8. WHEREAS, Sabbatical leave on part pay has long been deemed a desirable provision both for the good of the service and for the good of the teacher, and

9. WHEREAS, It is the ethical, moral, and patriotic duty of every individual and group to do all in their power at this time to alleviate suffering and prevent despair occasioned by unemployment,

Be It Therefore Resolved:

1. That boards of school control throughout the nation be empowered by their respective legislatures: (1) to grant a half year or a year's leave of absence—sabbatical leave—on half pay to teachers applying for the same who have been in the service of the state for a period of six years or more and who, on such leave, accept the professional direction of the governing board; or (2) at their discretion, subject to stipulated provisions, may require teachers who have been in the service of the state six or more years to take such sabbatical leave.

2. That governing boards be empowered and required to employ in the place of teachers on sabbatical leaves thus granted, sabbatical substitutes, selecting the same from the current army of unemployed teachers, at salaries equal to but not exceeding one half of the regular salaries of teachers on sabbatical leave.

It should be observed (1) that the operation of the proposal would not increase expenditures for public education; (2) that if the proposal made were carried into effect throughout the nation, with but a conservative application of the discretionary power vested in boards of control, it is probable that approximately 100,000 sabbatical substitutes could be placed for the ensuing year; (3) that from the sabbatical substitute group those who distinguish themselves as teachers could be added to the regular staff as vacancies occur; (4) that the adoption of the policy proposed would tend to stabilize regular teachers' salaries on a professional plane, improve the regular teachers in service, strengthen the morale of the teaching body as a whole, give hope and courage to the young teachers, and contribute much to economic and social security in this time of great need.

Suggested Provisions

Any legislation designed to provide for the spread of employment proposed in the foregoing should be regarded as emergency legislation and should set up, in addition to the general provisions, certain regulatory provisions designed to insure equity and justice in its administration, both to the state and to the teacher. Such regulatory provisions are the following:

1. Teachers on sabbatical leave
 - a) Should be subject to the direction of the governing board as to how such leave shall be spent;
 - b) Shall submit an acceptable plan for approval;
 - c) Shall make a report at the end of the sabbatical leave covering fulfillment of the approved plan;
 - d) Shall not accept gainful employment during sabbatical leave;
 - e) Shall be required to return to the district one half of all sabbatical pay in case they do not return to the service of the district.

2. Boards of education granting or requiring sabbatical leave under this plan

- a) Shall be required to employ one sabbatical substitute for each regular teacher on sabbatical leave;
- b) Shall give six months notice to teachers required to take sabbatical leave;
- c) Shall insure automatic reinstatement of teachers to the position and status held when leave was taken;
- d) Shall not require teachers to take sabbatical leave who can establish to the satisfaction of the board that their full salary is necessary to the support of dependents.

3. In certain of the states the operation of the plan might be restricted to city school systems or to city systems over a stated size.

Those who disapproved the proposal expressed the fear that, in the face of the then intense demand for retrenchment, boards of education might seek to take advantage of the plan, if enacted into law, to reduce still further their salary budgets.

On the other hand, those who expressed approval, assuming honest administration, seemed to see in the plan far-reaching relief and, at the same time, growth and improvement of the teaching staff. Selected representative statements from well-known educators and laymen are reproduced below.

Some Important Commendations

The sabbatical leave and sabbatical substitute policy you suggest would, in my judgment, enable the nation materially to soften the dangerous impact of the depression on its educational system. As things are going, we are not only destroying the spirit of the older employed teachers, but are drying up the springs of teaching genius for the next generation.

I am thoroughly in accord with your effort to secure authorization for this policy.—GLENN FRANK, President, University of Wisconsin, Madison, Wisconsin.

Heartily approve plan submitted March 25. Faculty here will coöperate. (A telegram) —JOHN A. SEXSON, Superintendent of Schools, Pasadena, California.

Heartily in accord with proposed sabbatical-leave plan making possible employment of sabbatical substitutes. Should prove at least a partial solution for present serious teacher unemployment problem. Trust that many states will appreciate necessity for adoption of principle involved in your suggestion.—FRANK A. BOUELLE, Superintendent of Schools, Los Angeles, California.

Strongly endorse proposal to memorialize President United States to appeal to legislators to take steps through legislation to establish the principle of sabbatical leave seventh year half pay with substitute employed to carry load for year on half salary regular teacher. The plan seems sensible. (A telegram) —FRANK C. TOUTON, Vice-President University of Southern California, Los Angeles, California.

Your recent proposal regarding sabbatical substitutes sounds entirely practical. Am happy to endorse it. (A telegram) —WILLARD W. BEATTY, Superintendent of Schools, Bronxville, New York.

I approve your statement regarding sabbatical year. (A telegram) —EDWARD D. ROBERTS, Superintendent of Schools, Cincinnati, Ohio.

Heartily approve suggestions contained in your letter March twenty-five. You are at liberty to quote me. (A telegram) —FREDERICK M. HUNTER, President, University of Denver, Denver, Colorado.

I have read with care the enclosure which you sent in your letter of March 27th dealing with solving the problem of an oversupply of trained teachers. Your suggestions appeal to me very much. After having read the suggestion a second time I can give my approval to the set-up.—SIDNEY B. HALL, Superintendent of Public Instruction, Commonwealth of Virginia.

Your proposed solution to the oversupply of trained teachers is a most advanced thought. It is certainly worthy of serious thought and consideration.—E. J. HOWENSTINE, President, Association of Boards of Education of Ohio, Columbus, Ohio.

In response to your request, I have studied with great interest your plan for relieving the oversupply of trained teachers and at the same time assisting teachers who are now employed to improve their professional training for their tasks.

(Concluded on Page 72)

Federal Aid for a School Rehousing Program

N. E. Viles, State Department of Education, Jefferson City, Mo.

The Federal Public Works program including both Federal and non-Federal projects has had many endorsements by federal, state, and municipal officials. It seems probable that the present Congress will make a new appropriation to extend the program. Although schools have received some aid from the Public Works Fund for building construction, there is still much need for new buildings in the various states. When a new public-works fund is appropriated, a part of it should be specifically allotted to school-building construction. There seems to be ample reason to justify this statement. The idea of specific allotments is not new, as some part of the \$3,300,000,000 public-works fund was set aside for specific types of projects that were of national importance. Education, too, is of national importance, and a well-planned program of school-building construction would aid in unemployment relief in villages and rural areas which are not reached by many other types of construction projects. There is a great need for new school-building construction. Many states and districts are not financially able to provide the needed school building facilities.

Schools of National Importance

While the public schools are legally state institutions, they are of national importance. If, at any time the various states are not able to provide the needed educational facilities, it seems wise for the Federal Government to give aid.

Some types of federal and municipal construction projects do not provide sufficient unemployment relief in many of the smaller towns and in the rural areas, but a national program of school-building rehabilitation may provide work relief in practically every county in the United States.

A study of the records of the state relief office¹ for Missouri, which may be considered typical, shows that unemployment is state wide. When a tabulation was made of the applications for federal aid on new school buildings, it was found that, almost without exception, the applications came from counties where there was much need for unemployment relief. Table I shows the number of unemployed in the county where the proposed projects are located. Since Missouri has a district system of school control, applications from each county were combined to give a better comparison with the state relief office records of the registered unemployed.

County	Applications For Federal Aid	Registered Unemployed
Barry	\$ 29,714.00	883
Boone	238,400.00	2,546
Cape Girardeau	150,000.00	2,922
Carroll	3,000.00	1,336
Clay	14,032.00	2,441
Dunklin	91,546.00	3,618
Franklin	67,800.00	1,070
Gasconade	5,000.00	256
Gentry	59,793.00	867
Henry	51,000.00	603
Howell	64,000.00	436
Jasper	129,690.53	5,939
Johnson	12,500.00	1,391
Macon	7,479.37	2,107
Miller	53,400.00	2,500
Moniteau	49,930.85	1,846
Monroe	33,188.00	1,539
Montgomery	6,000.00	307
Morgan	34,681.00	657
Oregon	36,800.00	1,404
Pemiscot	37,100.00	1,108
Phelps	68,900.00	585
Pike	87,000.00	1,404
Polk	36,916.32	1,288
Randolph	11,080.00	1,829
St. Francois	24,300.00	3,600
Ste. Genevieve	29,500.00	1,732
Scotland	12,155.00	575
Scott	10,000.00	2,277
Texas	31,922.16	618
Warren	18,800.00	517
Wayne	52,317.00	1,200
Webster	30,750.00	815
Wright	71,174.55	875
Jackson County	289,646.00	5,732
Kansas City	2,000,000.00	21,752
Greene	60,029.36	5,929
Cole	283,500.00	2,372
St. Louis	1,598,792.37	9,779
St. Louis City	1,999,250.00	32,627

While the applications for aid on school-building construction have not come from each county in the state, there is a need for new buildings as

¹Records of Missouri State Relief Director, Jefferson City, Mo., for number of registered unemployed, December, 1933.

well as a need for unemployment relief in each county. With a proper inducement on the part of the federal and state governments the various districts may be encouraged to build now, thus caring in part for both needs.

Need for School-Building Construction

An increase in the total number of pupils attending school together with the increased holding power of the schools has added to the difficulty in housing the schools in the existing plants. Increased use of the school building as a community center has helped to bring out the inadequacies of our present housing facilities. The housing shortage is more acute due to the fact that little new school-building-construction work has been done during the past few years. Not only has there been little construction work, but there has not been sufficient repair and maintenance work done to preserve the buildings to the maximum of their usefulness.

Many of the school buildings now in use are obsolete, others are in a dilapidated state. The work of school-building construction cannot be long delayed without seriously impairing the work of education. Some of the buildings now in use should be replaced with new structures at once, others should be rehabilitated immediately so that they may be continued in use for a number of years. Many of the existing buildings need remodeling, others need a complete renovation to make them usable.

The average value of public-school buildings, sites, and equipment² in the United States for each pupil in average daily attendance in 1929-1930 was \$292, and we have reason to believe that the average is less now due to depreciation and to changing price values. At the time this report was made there was one state in which the average value of all public-school buildings was less than \$100 per pupil in ADA. In five different states the average value of school buildings per pupil in ADA was between \$150 and \$200. In each of six other states the average value of all buildings per pupil in ADA was between \$200 and \$250. In the six states where the average building value was less than \$200 per pupil in ADA over six million pupils were in attendance for the year.³ Of course, not all pupils in these states attended school in buildings that were worth less than \$200 per pupil. On the other hand, not all pupils in the states where the average building value was more than \$250 per pupil in ADA were able to attend school in buildings that were worth more than \$250 or even \$200 per pupil. There seems to be as much or more inequality within most of the states as there is between states.

The public-school buildings in Missouri had in 1929-30, an average value of a little more than \$250 per pupil in ADA,⁴ yet there was a great range of values within the state. In this state there were 163,000 pupils attending school in buildings worth less than \$100 per pupil in ADA, while at least 221,000 pupils attended school in buildings worth less than \$150 per pupil, and a total of 288,000 pupils attended school in buildings worth less than \$200 per pupil in ADA during the school year 1929-30.⁵

Inability to Pay for Needed Construction

Although the figures given above indicate that there is need of better schoolhousing, the districts or the states are not able in many instances to provide needed facilities. The ability of a school district to construct buildings depends in a great measure on the ability to vote bonds, the bonded debt, the bonding capacity that is unbounded, the value of the building now in use, the state and district restrictions on debt payment each year, and the effect that the debt payments each year will have upon the raising of revenue for the purpose of operating the schools.

²Biennial Survey of Education, 1928-1930, p. 59.

³Op. cit., pp. 51 and 59.

⁴Biennial Survey of Education, 1928-1930, pp. 51 and 59.

⁵Adapted from "A State Program of Equalizing School Building Costs in Missouri" (N. E. Viles), 1932.

Due to the various methods of assessing property for taxing purposes, the assessed valuation back of each child is not a good comparative index of the ability to vote bonds for the districts in the various states. However, when we multiply the assessed valuation back of each child by the legal bonding rate, we do get the average amount (in dollars) that may be raised per pupil in ADA by a bond vote in each state. This computation shows that in two of the states less than \$100 per pupil in ADA could be raised for construction purposes, even if there were no existing bonded debt. In four other states less than \$150 per pupil could be raised, while in each of five other states less than \$250 per pupil in ADA, and in six others less than \$200 could be raised even if no bonds were outstanding.

The figures above were given by states. By referring to Missouri again, we get something of the picture of inability to pay on the part of some districts within the state. In Missouri, 7,700 pupils attended school in districts where not over \$50 per pupil could be raised for new buildings if there were no bonded debt and if the district voted to the limit of its legal bonding capacity. A total of 110,000 pupils attended school in districts where less than \$150 per pupil in ADA could be raised by a bond vote; 163,000 in districts where less than \$200 per pupil could be raised, and a total of 278,000 pupils attended school in districts where less than \$250 per pupil in ADA could be raised by a bond vote under the same conditions. It seems worth while to note here that the legal bonding limit in Missouri is 5 per cent of the assessed valuation, which is about an average for all states. While many districts cannot provide adequate facilities, there are districts in the state where over \$500 per pupil in ADA may be voted for school-building construction, provided there are no outstanding bonds.

The Existing Bonded Debt

The picture is even more discouraging when we consider only the free bonding capacity; i.e., the bonding capacity that is unbonded. In each of four states the free bonding capacity is on the average less than \$50 per pupil in ADA; in each of five other states it is less than \$100 per pupil. In seven others it is less than \$150 per pupil. In three others it is less than \$200 per pupil and in four others it is less than \$250 per pupil. Thus in 23 states the free bonding capacity for school-building construction is on the average less than \$250 per pupil in ADA.⁶

To determine the total value of the school buildings that could be provided if the districts voted up the legal bonding limit, we should need to know the value of the existing buildings and the amount that could be salvaged from the old buildings when new structures are erected. In view of the fact that values placed on the buildings are often only estimates that do not consider all factors involved in true values, and that estimates of salvage value (where old buildings would be razed) are not available, it seems almost impossible to determine these values.

Relation of Debt Service to Current Expenses

A study of the amount of money that must be raised each year indicates that in many states the debt payments may be handicapping the districts in their efforts to raise money for current expenses other than for debt service. It should be realized that the figures given here are for only one year, and that figures for a five-year period might alter the average to some extent. We shall not attempt to state here what relation the cost of debt service should bear to current expenses. It does seem that where the debt service for the year is costing 73 per cent as much as all current expenses other than debt service, as was true in one state in 1929-30, that the debt burden may be injurious to the school program. In nine other states the debt service was over 20 per cent of

⁶Due to the inability to get all information needed, ten states were omitted from this tabulation.

the current expenses. In seven other states the debt service was from 15 to 20 per cent as much as the current expenses. In 15 other states the debt service was from 10 to 15 per cent of the current expenses. A total of 32 states seem to have spent in 1929-30 for debt service an amount equal to more than 10 per cent of the amount spent for current expenses other than debt service.⁷

Federal Aid Is Needed

The figures given indicate that many school districts do not have and are not able to provide needed plant facilities. The fact that some of the states that do not have adequate buildings are burdened with bonded debts seems to justify that statement previously made, that more federal aid should be granted to school districts for plant construction. State Superintendent Lee has stated:⁸

"On behalf of the National Council of State Superintendents and Commissioners of Education, I desire to offer the following suggestions in regard to the proposed extension of the 'Public Works Program' which, according to press reports, will be presented to the next session of Congress:

That a definite federal allotment be set aside for a "National School Housing Program" on the following terms and conditions:

1. That a federal appropriation for a "National School Housing Program" be made available under the same federal supervision, terms, and conditions specified for the General Public Works program.

2. That a definite percentage of this appropriation be made available for building school buildings in cities, towns, and villages, having less than 10,000 population and in rural communities.

3. That the appropriation for the program be \$2.50 per capita, same to be appropriated to the various states on a per capita basis.

It is desirable to have some federal aid for school-building construction. Regardless of the amount of money that may be appropriated by Congress for a continuation of the public works program, a part of it should be allocated to school-building construction. If possible, this money should be distributed on some basis that shows recognition of the need for better housing, the inability of the local unit to provide adequate housing facilities, and the need for the relief of unemployment. If possible, an index number giving weight to each of these factors should be developed. If no such plan of distribution is developed, the plan suggested by the Chairman of the National Council of State Superintendents and Commissioners, to ask that an allotment of \$2.50 per inhabitant, of public works money for school-building construction may well be followed. The amount of aid recommended under this plan would permit the schools in the various states to erect many needed buildings and to remodel some of the existing buildings.

Aid Plans Should Be Attractive to Weak Districts

A partially completed tabulation of the requests for school-building aid that have been filed with the Public Works Administrator, seems to indi-

⁷Debt service here refers only to payment of interest and the redemption of bonds. The amount may have been larger if we had included the amount set aside as a sinking fund.

⁸Charles A. Lee, State Superintendent of Schools of Missouri, in a letter to Secretary Ickes.

The real test of our wealth is how we would get on if all our mortgages, stocks, bonds, bank accounts, and insurance policies were wiped out. Have we ourselves the character, the health, and the ability to start over again and earn an honest living, or have we children or grandchildren who, without any help from us or our security, have the character, health, and ability to support us. If so, we are safe but not otherwise. This means that the real test of our wealth is the number of children and grandchildren who are God-fearing, healthy, and well educated.— Roger Babson.

cate that the urban centers and the towns immediately adjacent have applied for federal aid for school buildings more freely than have the small towns and the rural districts. Of the total amount requested for building aid by Missouri schools, at least five eighths has been asked for by the larger cities and the suburban areas adjacent to these cities. However, the need for buildings is probably greater, and the ability to pay for improvements less, in the small town and rural areas than in the urban centers.

Several factors may have prevented the small town and rural districts, that needed buildings, from making application for federal aid from the three billion dollar Public Works fund. Some of them were a lack of free bonding capacity, and a general reluctance to assume any added debt obligations at a time when personal incomes were low. The fact that the wage scale under federal aid is higher than that usually paid in many small town and rural communities, and that a considerable part of the grant may be consumed in increased labor costs, may have made the federal loan and grant less attractive to school officials in these communities.

It does seem advisable to develop a plan that will make the federal aid more attractive to smaller school districts. In order to be attractive the grant should enable the districts to provide a substantial increase in housing facilities above those that might be provided with district funds without the grant. There is unemployment in these districts; there is a need for buildings. If employment can be created in these communities it will help prevent a rapid increase of the centralization of labor in urban centers. If it is not advisable to adapt the wage scale to conditions in the various communities, it may be possible to make the federal aid more attractive by varying the amount of the grant to meet local conditions. The various states might arrange to supplement the federal grants in order to enable weak districts to provide adequate facilities.

Supervision of Federal-Grant Projects

So far as the writer can learn, the State Public Works Administrators have coöperated fully with the school officials in receiving and approving school-building projects. This coöperation should be continued. All applications should be approved by the proper official in the state departments of

education before being submitted to the State Public Works Administrator. This state approval should be made only after due consideration of the need for the project, the adaptability of the proposed plan to meet the needs of the school, the ability of the district to finance the project, and the ability of the district to provide the necessary funds to finance the school program after the building is erected. The state departments of education should approve the final plans and specifications before contracts are let for construction. If possible, these departments should also provide some supervision during the period of construction.

Civil Works Fund Allotment

It seems evident at this time that another appropriation for unemployment relief through the Civil Works Act will be needed before the mass of unemployed men can be put to work through the Public Works program. If and when an appropriation is made to carry on the Civil Works program, a certain per cent of the money should be allotted to the various states to be used in repairing and remodeling of the school buildings of the state. Many of the school districts cannot afford to spend money to keep the physical plant in good condition. In some instances grounds have not been cared for and little attention has been given to repairwork for a number of years.

There are many reasons why a specific allotment of Civil Works money should be made for school repairwork. Repairwork done now on many school buildings will aid in extending their period of usefulness several years. Many school districts cannot provide money for needed repairs out of the current revenues. School repair and renovation work would provide labor for unemployed men and women near their homes in all parts of the country. The making of a specific allotment would help insure the distribution of labor to those schools that have a greater need for repair and renovation.

Some states have, through the state departments and the local officials, worked out a three-point program of school buildings and ground improvement that could be carried to completion with the CWA labor suggested above. These programs include:

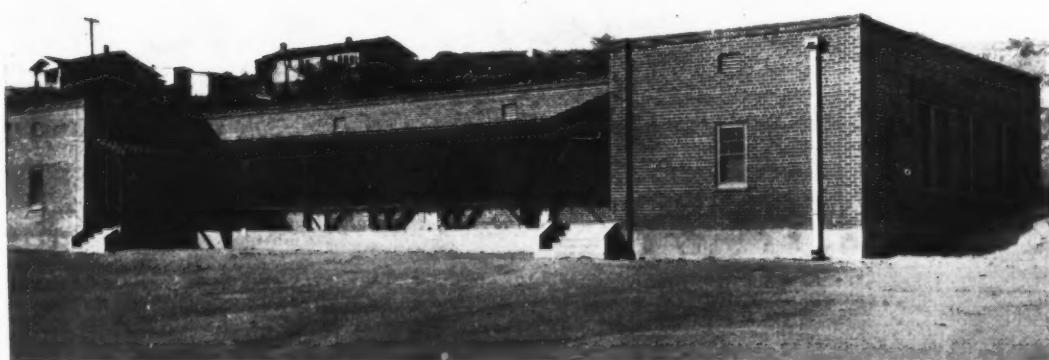
1. Work on school grounds, such as leveling, filling of ditches, building retaining walls, sodding, and landscaping.
2. Improvement of sanitary and safety features: such as the installation of water systems, building septic tanks, laying sewers, the installing of sprinkler systems, fire-alarm systems, and fire escapes.
3. Remodeling, repairs, and renovation, such as painting, repairing of desks, roofs, and plastering, reflooring, painting of masonry; improving the lighting of classrooms; remodeling; and making minor additions.

If and when a new appropriation is made for Civil Works projects, \$100,000,000 to \$150,000,000 should be set aside for work on school property. The details of planning, approving, and supervising this work should be in the hands of school officials. The state departments of education and the state directors of the Civil Works programs, should coöperate in the distribution of this fund within each state. The state director may make allotments to the various counties on the basis of the need for employment, and should make all disbursements with the approval of the chief state school official. All distribution of labor to the various school projects within the several counties should be controlled and approved by the county school officials and the state department of education.

AN EMERGENCY WORKS SCHOOL

A. J. Mitchell, Nogales, Arizona

The city of Nogales, Ariz., is enjoying the service of a five-room elementary school to house an overflow of students in grades one to six, inclusive. The building was erected with monies accumulated in the building-fund reserve by the board of education. All the men, except the skilled carpenters, employed in the erection of the building were men without work and dependent upon the community for support. Funds for all of this labor were obtained with R.F.C. help. The building is modern, complete, well built, with first-class materials and good workmanship throughout.



NEW PUBLIC SCHOOL, NOGALES, ARIZONA—AN EMERGENCY WORKS SCHOOL THAT RELIEVED A DIFFICULT SITUATION

The Superintendency and *Educational Leadership*¹

Homer C. Lucas, Columbus, Ohio

Webster says that a leader is, "one who goes before to show the way; one who precedes and is followed by others in conduct, opinion, or undertaking; the front or foremost person in a file or advancing body." Our immediate question is, What does the parent, citizen, and taxpayer expect in leadership from the man who goes before, to show the educational way — from the man who precedes and is followed by others (educationally) in conduct, opinion, or undertaking — what does he expect from the man who is the front or foremost person in the advancing educational body?

Is the Superintendent an Able Leader?

Does the superintendent of schools choose able subordinates? Will my child be taught each year by teachers who have the inspiring personality, the human understanding, the factual and the professional training to give my child as well-rounded and complete development of his personality as possible? In other words, do my children come in contact with capable and inspiring personalities?

Has the superintendent seen to it that my child has a pleasant and attractive place in which to work, and that he is provided with the best and most efficient equipment that can be obtained? I am saying only what each individual parent would say when I repeat — "the best is none too good for my child."

Has the superintendent seen to it that well-organized courses of study have been worked out with definite objectives which, when followed, will develop my child with a mastery of certain well-defined desirable habits and skills, a background of information for certain desirable attitudes, and a development of certain desirable personality and character traits? Has adequate provision been made for the child of limited ability, and the child with large capacity, as well as for the child of average ability? I want my child to achieve a realization of his full capacity whatever that capacity may be.

Has the superintendent provided for a constant and continuous study of possible improvements in the course of study, in the methods of instruction, in materials available; in fact, a continuous study of the entire school system with an idea of possible improvements even in unsuspected places?

Does the school make provision for an all-round development of my child with a view to as complete an enrichment of life as possible?

Has the superintendent delegated authority to subordinates and fixed responsibility upon them so that he can have time to reflect on policies, survey conditions, and consider programs? The difficulty is that the superintendency is a job too complicated for any one man to handle. It carries large responsibilities and very heavy burdens. Consequently, the superintendent should avoid unnecessary routine by giving subordinates definite responsibility and authority, and he should win loyalty by permitting these subordinates to find self-expression and commendation for work well done. The taxpayer wants the "front" man in the advancing educational body to have time to see where he is leading his hosts.

Has the superintendent provided for a salary schedule for teachers which will permit them to work free from financial worries so that their best efforts can be devoted to their work without distractions of any sort? Does the schedule provide for promotions on the basis of training, experience, and work well done? Does the superintendent have a definite program for stimulating the professional growth of teachers and for helping them keep alert to new and worthy educational developments?

Preparation of a Program

In his relationship with his board of education does he launch a program at the proper time, and is he ready to support his position with statistical and objective data? Does he have the personality,

courage, and tact to lead and inspire others? Does he realize that Rome was not built in a day and that it takes a long time to achieve reforms that are lasting? "Make haste slowly" is a fundamental rule for true progress. If defeated in his recommendations, does he take that defeat cheerfully, and is he so sure of his faith that he can afford to set about to find some other way of achieving the desirable educational objective? It is said that President Eliot never failed to turn what seemed like a defeat of some policy into a victory at some later opportune time. The elder Dean Russell is supposed to have had unanimous approval of his recommendations to his faculty with never a dissenting vote in 25 years! This is leadership!

Is the superintendent a business man? Is he a good steward of the money that is put in his hands? In times of financial stress, can he work out economies which are felt to as small a degree as possible by the child in the quality of instruction he receives? In the matter of budgets, can the superintendent lead the politicians and business men to see that the schools which my child attends are properly financed? This is probably the superintendent's most difficult problem.

Superintendent's Relations With His Community

In his relations with the community, does he strive to influence and direct the educational sentiments of the whole community in keeping with the objectives of the schools? Does he have public and private conferences with leading citizens, frequent interviews with the press, and through various clubs, churches, and various organizations of parents does he make sure that the community understands what he is trying to do? Is he making sure that the community keeps itself informed and in sympathy with his policies? Does he have strong ideals of service, and a realization that his opportunity for service extends over the entire community? While stimulating the best efforts of both staff and pupils, does he pursue the larger aim of elevating all of the people?

The Ideal School

Perhaps you think my picture is a bit idealistic, and so it is — all of us who are parents want our children in an ideal school, with ideal staff, ideal curriculum, and ideal environment, and we are willing to pay for it, too! As evidence, I refer you to a survey made recently by representative citizens and taxpayers in Baltimore. A large committee of citizens was appointed with eleven subcommittees to study some of the following aspects of the Baltimore schools: art, home economics, music, industrial and vocational education, health and physical education, statistics, measurements, and research, business department, special education, colored schools, elementary, junior, and senior high schools. After the work of the subcommittees was finished, a reviewing committee of citizens was appointed to make a general summary of conclusions. What did these taxpayers say? We find the following:

The school affairs of Baltimore are being well and intelligently administered and without waste.

The administration and operation of the schools have been brought to a high state of efficiency.

An excessive amount is not being paid for supervisors and assistants who exercise direction over the work of the teachers by whom the teaching is done. The committee finds this department has been cut too far in carrying out reductions. There should be an adequate number of higher officials charged with the work of coöordinating the work of the different teachers, supervising promotions and transfers, and collecting needed data.

The common idea that "frills" should be eliminated was given special study. Each subcommittee agrees that art, music, and allied subjects are a necessary part of public-school education and the cost is a small part of the total expense. They point out that if the subject should be eliminated, teachers would still be needed; and they discovered that the so-called frill subjects had not prospered at the expense of the so-called fundamental subjects.

They found that, while a considerable cut had been made in supplies and maintenance, the idea of such cutting was discouraged, because it meant the meeting of more serious problems later because of the "deferred" maintenance.

The citizens committees found that the reason for the doubled expense of the school since 1920 was due to increased compensation of teachers and to increased enrollments, particularly in the higher and more costly years of school. The committee held the view that the prevailing class size of 44 pupils is too high, — that salaries are already as low as they can be and maintain the efficiency of the schools; that if a further reduction seems necessary, it should be preceded by a survey of all of the salaries in the different municipal departments, so that the schools should not be singled out for drastic reductions when it is only one of several municipal departments.

We believe you will agree that these committees of representative citizens in Baltimore were concerned primarily with the efficiency of the education of their children. Such parents are not confined to the geographical boundaries of the city of Baltimore!

Qualifications for Leadership

What qualifications for leadership does the citizen and taxpayer want in a superintendent of schools? He wants a man who has the courage to fight for his principles and the diplomatic resourcefulness to convince others that he is right. He must have the sincerity, integrity, honesty, and idealism to see that every decision measures up to what he believes to be the *right* decision, and at the same time be open-minded. He should have sympathetic understanding and insight into other people's problems, and at the same time have an understanding of the motives, ambitions, and aspirations of others. He must be a constant and active student, with an aggressive and insatiable type of mind, which is ceaselessly on the lookout for helpful ideas. He should have great vigor of mind and body. He must be able and willing to take the blame for everything that goes wrong and be convincing in his replies to criticism, lest his explanation be considered as an attempt at abdication. He must be deliberate, sure of purpose, and be guided by definite goals. He should be friendly, courteous, pleasing, but forceful in speech and manner. He must be willing to pay the price of unremitting and ceaseless toil. He should develop a program or policy and have ideas, which, right or wrong, seem right to us. He should have the imagination and vision to discover new fields of opportunity and be able to choose capable men and women to realize upon these opportunities. Such men, we believe, are leaders.

A SUCCESSFUL PAY-AS-YOU-GO PLAN IN ST. LOUIS

Commendation has been given to the financial policies of the board of education of St. Louis, Missouri, in a service report recently issued by Dun & Bradstreet. The report cites the advantages of the pay-as-you-go system followed in the St. Louis schools.

According to the report, the financial management of the board of education deserves special attention. The peak of expenditures amounting to \$15,202,796, was reached in the fiscal year 1930-31. The expenditures for 1932-33 were one-third less, and while the current year's appropriations are slightly higher, they are still 32.8 per cent below the 1930-31 level.

It should be noted that the operating deficits were sustained in 1930-31 and in 1931-32. The current deficits, however, did not result in a deficit in the board's operating fund, because of the cash surplus accumulated in previous years. The surplus remaining on July 1, 1932, was \$2,398,432, and was the result of economies in 1932-33, in which the income exceeded the disbursements and augmented the balance.

The current deficits, it was brought out, resulted from capital outlays of the two previous years amounting to \$4,137,794. The last bonds were issued by the board in 1919, and since that time all capital outlays have been provided from current revenues. The operation of the pay-as-you-go plan has been entirely successful, and has resulted in a desirable flexibility of the budget as represented by the cost trend for the period from 1930-31 to 1932-33.

Dr. David C. Todd is president of the board of education, and Dr. Henry J. Gerling is superintendent of schools.

¹A paper read before the Schoolmasters' Club, Cincinnati, Ohio, November 13, 1933.

A New-Type COMMENCEMENT

The high school at Reading, Pennsylvania, has held commencement pageants semiannually for the past four years. These pageants have been attended on an average by 6,000 people each semester at the commencement season.

In describing these pageants, Mr. Wm. L. Fink, director, recently told a radio audience: "In the new type of commencement, as practiced in the Reading High School, the students have a part in the program. At the beginning of the semester, the students who are members of the group to be graduated assemble to choose the theme of the graduation pageant. Each 12A homeroom elects a representative to serve on the pageant committee. This group which meets with the director, prepares a questionnaire, which each member of the class is expected to fill out. The questionnaire indicates the student's preference in respect to the part he is to play in the final production. He may choose to be a member of the chorus, to play in the orchestra, to have a speaking part, or to take part in the gymnastic activities for boys and girls. In choosing a person for the pageant, care is taken to respect his wishes. A pupil is never required to participate in a pageant activity against his will, a policy which makes for individual interest and satisfaction.

"The student committee functions also in conducting try-outs for speaking parts. Guided by the results of the competition, the committee selects the members of the class for various parts in the pageant. The selection of characters for the various episodes is, therefore, a procedure reflecting not an arbitrary decision on the part of the director, but a democratic selection on the part of the group.

"The real preparation for the pageant begins with the development of the theme by the English department. The music department prepares the music, the art students design the scenery, and the various school shops construct the scenery and properties designed by the art groups. Members of the dramatic department make the costumes for the pageant. The group is also assisted by the

sewing classes of the school. The orchestra during its regular practice period prepares the music, while the chorus practices the vocal numbers.

"One of the advantages of the new type of commencement is the fact that it offers definite motivation for work in a number of departments. It unifies the school in a common project. During the present year, the senior class and a hundred members of the faculty coöperated in a common undertaking. Pupils and teachers gave their services freely, thinking only of the end to be achieved.

"The new type of commencement is valuable, further, in the fact that it impresses great truths concretely. In the current year's pageant, *The Torch*, the pupils showed in a definite picture, mankind striving for the fire of truth. Twelve furies, representing these factors, tried to prevent man's progress toward his goal. Then followed four episodes, showing how primitive man learned to write, how the Egyptians applied abstract knowledge to practical problems, how science triumphed over error, and how, finally, the ideal of the people's school was realized.

"In the preparation of the pageants, certain ideals have been kept in mind. First, an effort was made to offer instructive presentations by picturing conditions authentically. Each pageant is a definite educational dramatization and deals with facts as they really occurred. The major aim is to make the exercises impressive. No efforts have been spared for attaining beauty of scenery, costume, and lighting effects. The purpose is to make the pageants distinctly impressive in the sense that they leave the faculty, the class, and the audience with an eternal verity.

"The new type of commencement is valuable, because it provides an opportunity for participation on the part of the members of the class, challenges pupil initiative, creates definite transfer values in life, unifies the school, and presents great truths concretely. Moreover, it binds together the school units into a common undertaking."

dividuals, the superintendent and teachers, the janitors and the school-board members, must be polite, willing to explain, willing to listen, willing to submit facts and figures. To do this is often relatively simple. Now and then it requires a deal of Christian spirit, a large amount of self-control. And—I hate to say it—there are times when Christian spirit and self-control should be thrown to the winds—temporarily, of course—and a stern and vigorous Mussolini-complex be allowed to express itself.

How to get information to these clusters of citizens, to the lone individuals? First, through the press. Second, through talks with key individuals. Third, through talks before interested groups. Fourth, any better method you can find. Who should do the talking for the board? In times of peace and tranquillity let all members talk. In times of strain and friction let the talkers for the board be chosen, for not all of us are gifted in the ways of pouring oil upon troubled waters. Some really decent people have the fatal gift of friction in public relationships.

Although we have never done it in Evanston, at least not to my knowledge, I can believe that from time to time school boards might well ask for the privilege of appearing before certain key groups with informational talks concerning the public schools. We should not wait, as is our custom, until there is friction over this or that and a heated public as a result, and then make our speeches on the defensive.

You will note how simply I have solved the problem of satisfactory public relations with the citizens of any community, but I am sure that those of you who are battle-scarred veterans in education are saying softly to yourselves, "Pooh, Pooh, young man, it is not always so simple as that!" I agree. But I think that you will agree that if the superintendent and all members of the board followed these precepts bitter fights seldom would occur.

Now it is clear that I think I know what I should do concerning my board relationships with my community. But there is a kind of obligation thrust upon me as a school-board member, thrust upon me by certain activities of our national and community life, concerning which I wish aid from older and wiser heads than mine. I refer to national holidays, national "weeks," national "days," of the sane and the insane variety, which so clutter the calendar of our existence.

Now I know fairly well my duty, both as a citizen and as a school-board member, when it comes to Armistice Day and the Fourth of July, to Memorial Day and Christmas, but I ask you what is the duty of a board member interested in "satisfactory public relations" during the multitudinous "special weeks" ranging from "National Apple Week" to "Business Women's Week?" (I have a list of twenty such "weeks" or "days.") And what can a school-board member do to protect himself if he is asked to celebrate with the National Truck Gardeners Association during National Spinach Week? School children might chase him out of town! That week has not been inaugurated as yet but we may expect it any moment.

And how to act on the multitudinous "days" which seekers for profit have foisted upon us! It is a staggering responsibility.

But please excuse me for running on and on. So much is in print concerning school boards, in all their possible activities, that I am astonished that such a vast body of literature should have escaped my notice up to this time.

So I stop, and with this comment to all superintendents here: Would you improve the knowledge of your school-board members as to their duties and responsibilities? If so, ask them to prepare and present a paper before this conference on the subject: Functions and Program of a Board of Education in Promoting Satisfactory Public Relations.

You may not learn anything, but they will.

♦ Mitchell, S. Dak. An adult night school has been established for the employment of teachers on relief. The school has a faculty of thirteen instructors, who teach English, mathematics, physical education, Spanish, typing, shorthand, home economics, music, reading, writing, spelling, citizenship, dramatics, art, and carpentry. The enrollment of the school is 280.

Public Relations and the School Board¹

Ralph Dennis, Ph. D.

When, a few weeks ago, Dean Stout asked me to prepare and present a paper on the subject, *Functions and Program of a Board of Education in Promoting Satisfactory Public Relations*, I said to myself, "What a delightful compliment!" Now I am not so sure.

Although I have been a school-board member for almost a dozen years, I have done more reading in the past three weeks about the duties of school boards than in all my previous existence. I have given myself a course in education just as I am leaving the board, a course I should have taken when I first entered upon my duties.

Really it is rather foolish for me to try to say anything about school boards and any phase of their job, for I believe that a good board member needs only one rule, one motto, and that commandment I can state completely in ten words—it is this: "Hire the right man as superintendent, and back him up."

And right here I should probably sit down, my speech made. I am well aware that that is a good place to stop, but like so many speakers I shall go on—and on!

I might lay down the dictum that board members should stick to the fixing of policies, should keep hands off in matters of administration. But I won't. There is plenty of printed wisdom on that subject.

I might mention the personal qualifications of a good board member, but I won't. Somebody here may pop up and ask, "How were you elected?"

Or, I might talk on the subject given me, might

discuss—let me repeat it, as I am sure you have forgotten it—"The functions and program of a board of education in promoting satisfactory public relations."

(That is a mouth-filling, mind-numbing, combination of words, isn't it! I become dizzy every time I read it.) Well, just to test myself, let's see if I can.

Rule I. "If you would have a fair amount of peace in your community, keep an open set of books, an open budget, an open set of board minutes; hide nothing." This is the first plank in a platform of peace, pacification, persuasion.

Rule II. "If the public will not come to you to get this information (and the public won't) then take this information to the public."

Rule III. "Digest and predigest the information, reduce it to the form of pleasant pink pills, before you present it to the public."

And now while you commit those rules to memory, let us discuss for a moment some of the characteristic features of any fair-sized American city. We are a gregarious people, we are joiners of this and that and the other, and hence any school board looking out over the community scene may note quickly many little mounds of interest around which good citizens gather—churches, parent-teacher associations, luncheon clubs, commerce clubs, women's clubs, boys' clubs, girls' clubs, workers' clubs, social clubs, secret organizations, a seemingly endless number. Add to this the city government, the newspapers, and you have a large number of "mounds of influence," all visible to the trained eye. And, too, there are a fair number of individual citizens who play a lone hand, work alone, who must be handled as individuals. And to all of the organizations and in-

PORTFOLIO OF MODERN SCHOOL BUILDINGS



A Notable Grade School

The Washington School, Anderson, Indiana, Erwin Franklin Miller, Architect

The new Washington School, at Anderson, Indiana, has been erected to replace a school destroyed by fire in 1931. The building houses an elementary school with a present enrollment of approximately 600 children, including the kindergarten and grades one to six. The building is without basement, except for a small space occupied by the heating apparatus.

The first floor contains nine standard classrooms and a kindergarten-primary room, a teachers' room, the principal's office, shower

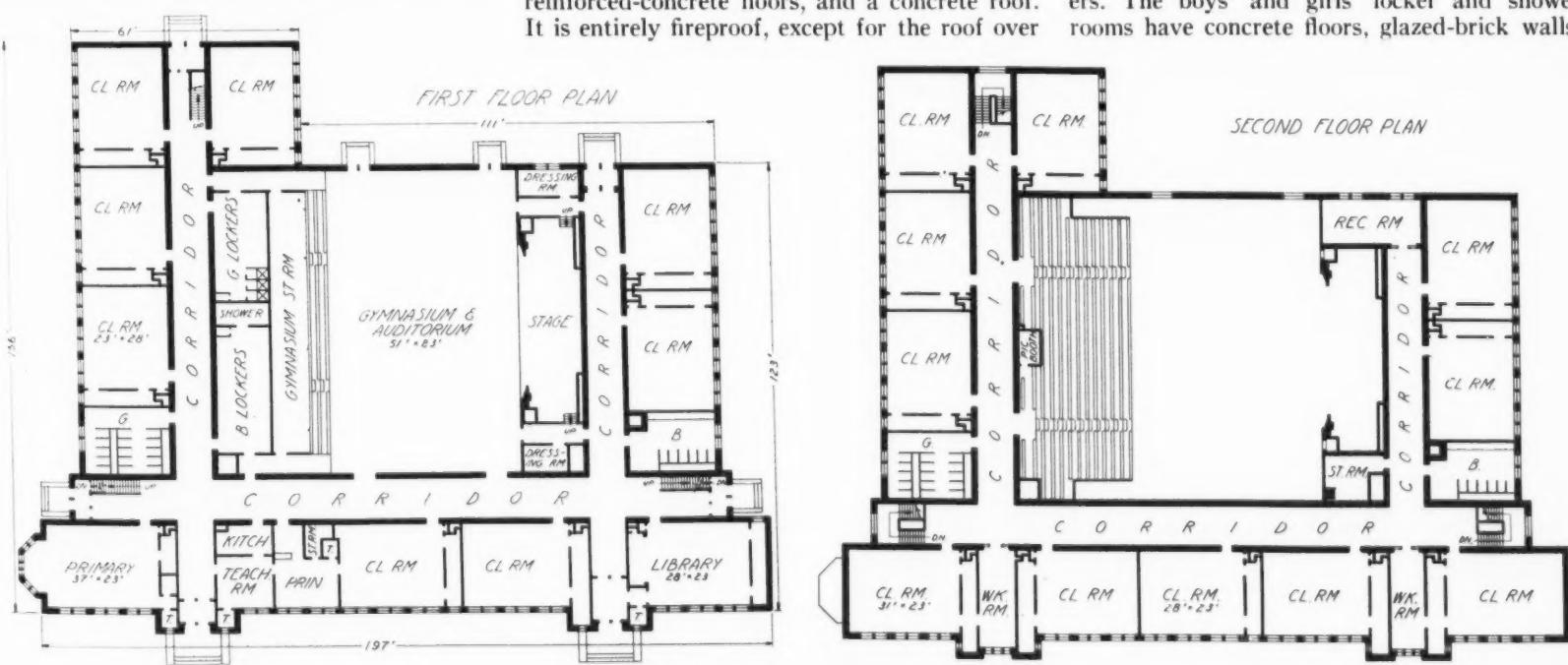
and locker rooms, boys' and girls' toilets, and storage space. The most interesting room on this floor is the gymnasium-auditorium, with a free play floor measuring 51 by 83 ft., a stage measuring 17 by 48 ft., and a bleacher rising from the play floor to the second-floor level and measuring 30 by 83 ft.

The second floor contains eleven classrooms, boys' and girls' toilets, and two small consultation rooms for guidance purposes.

The building is erected with brick walls, reinforced-concrete floors, and a concrete roof. It is entirely fireproof, except for the roof over

the gymnasium-auditorium, which is of wood, carried on steel trusses.

The building has been carefully finished to provide a maximum of service at a minimum of cost. The corridors have asphalt-tile floors, glazed-brick wainscoting, and plastered walls, and a sound-deadening material has been introduced in the ceilings. The classrooms have asphalt-tile floors, plastered walls and ceilings. The auditorium has a hardwood floor for gymnasium play purposes and concrete bleachers. The boys' and girls' locker and shower rooms have concrete floors, glazed-brick walls,



WASHINGTON SCHOOL, ANDERSON, INDIANA
Erwin Franklin Miller, Architect, Anderson, Indiana.



KINDERGARTEN

TYPICAL CLASSROOM, WASHINGTON SCHOOL, ANDERSON, INDIANA
Erwin Franklin Miller, Architect, Anderson, Indiana.

and plastered ceilings. The toilets have terrazzo floors and bases, glazed-brick walls, slate and metal toilet partitions.

The building is completely wired and is fitted with a public-address system, a bell-signal and time-clock system. The classrooms have electric lighting and outlets for picture machines. Steam is used for heating, and unit ventilators are provided in all classrooms.

The building contains 807,000 cu. ft., and cost approximately \$150,000 or 18 cents a cubic foot, including the stage curtains and equipment, the public-address system, driveways, and architect's fees.

The building was designed by Mr. Erwin F. Miller, architect, of Anderson, Indiana.

FINANCING SCHOOL BUILDINGS BY HOLDING COMPANIES AS MEANS OF KEEPING WITHIN DEBT LIMITATIONS

Leslie Childs, Indianapolis, Indiana

Where a school district has reached the constitutional limit of its power to borrow, and at the same time is in need of additional buildings,

the directors may be hard pressed to devise ways and means of satisfying the local building needs. And, in an attempt to meet situations of this kind, resort has been made to contracts with holding companies, whereby the latter agree to erect needed buildings and to lease them to the school districts.

Obviously, under such an arrangement, a school district may obtain the immediate use of a building that it might not be able to erect because of its debt limitation, since only the cost of the lease from year to year would be charged against the latter. The question then of the legality of contracts of this kind becomes of considerable interest to school authorities in general. How have the courts reasoned in passing upon this question?

Contracts with Holding Company

In *Hively v. School City of Nappanee, Indiana* (169 Northeastern Reporter, 51), the school board entered into a contract with a holding company, whereby it leased certain real estate to the holding company for a period of 25 years, at a rental of \$1 per year. In turn,

the holding company agreed to erect a school building upon the premises according to the plans and specifications furnished by the school board, and then to lease the said building to the school board for a period of 25 years, the rental to be paid annually, starting at \$9,500 for the first year, \$11,300 for the next eight years, and \$13,800 for the remaining 16 years.

The contract contained other features, such as giving the school board the option of buying the building or renewing the lease at its expiration, but the gist of the contract was that it obligated the school city for the sum of \$180,300, which was far in excess of its power to borrow at that time. A taxpayer thereupon brought action to enjoin the enforcement of this contract, on the ground that by its terms the contract violated the constitutional limitation of the power of the school city to contract debt. In reviewing the terms of the contract, and in upholding this contention the court said:

The Language of the Court

The contract here, read as a whole, . . . leaves no doubt in the mind of the court that it was entered into for the purpose of evading the mandate of the Constitution and of doing indirectly, . . . that which could not be done directly. The law will look to the substance of the transaction regardless of its form or color. . . .

The contract provides for the payment of annual installments, over a period which equals in length the usual life of a school building, the installments being sufficient during the term of the lease, to pay off the principal invested in the school building, together with interest thereon; and the school city is bound not only to pay all taxes, assessments, etc., levied on the improvements, but to keep the building in repair, to pay for insurance on the same, and to pay rent, even though the building burn. . . .

The school city must carry out this contract during the entire 25-year period (or exercise the option to pay all cash) in order to keep possession of its school property. It is required . . . to levy a tax annually to pay the amounts necessary to carry out the contract, and for all practical purposes it is clear that the entire liability for the whole bond issue of the building company must, and does rest, on the school city. . . . We therefore conclude that the contract set out in the complaint constituted a present indebtedness on behalf of the school city for the total amount to be paid out thereunder.

In conclusion the court held the contract was illegal, as violation of the mandate of the constitution limiting the amount of indebtedness the school city might incur. So much for the holding in Indiana, and now let us turn to a similar situation in Pennsylvania which the school authorities tried to meet, not through a holding company, but by contract in respect to how payments should be made under a building contract for the erection of school buildings.

Payments Limited to "Available Funds"

Here, in *McKinnon v. Mertz*, Pennsylvania (73 Atlantic Reporter, 1011), a school board contracted for the erection of certain buildings, for the total sum of \$148,970, which amount exceeded its power to contract for under the constitution. However, the board sought to avoid this by incorporating in the contract a provision that no payments should be made thereunder save "from available funds," and it was provided for the erection of the buildings piecemeal if this was found necessary. In holding that this contract violated the constitutional prohibition, the court reasoned:

It is manifest that the contract price, standing alone, for the erection of this building in the sum of \$148,970, . . . created a total debt in excess of 2 per cent of the assessed valuation of the property; but it is earnestly contended that the manner of payment . . . "from available funds," limits the debt to an amount less than the contract price, and may keep it within the constitutional prohibition. . . .

The debt was fixed by the contract price, and there is nothing in the clause relating to available funds . . . that decreases the contract price as fixed. . . . Granting that the parties to the contract intended to avoid the prohibition of the Constitution, by limiting the manner of payment to available funds of current revenues as they may arise from a special tax levy, or otherwise, it is manifest that they bound the district

for a fixed debt of at least the contract price. This exceeds the limit of their right, and an effort to avoid the increase by stopping the contractor when available funds cease, in the absence of an abrogation of the contract price itself, is futile.

And now let us examine the method which was successfully employed in Kentucky as reported in *Waller v. Georgetown Board of Education* (273 Southwestern Reporter, 48). Here, a holding company was organized to which was sold outright certain school property. The holding company then proceeded to make improvements to the value of \$100,000, and leased the completed premises to the school board for a period of 20 years. However, the contract specifically provided:

That the said board of education does not bind itself under this agreement to lease said property for more than one year or bind itself for the rentals thereon for more than a one-year period.

In reviewing the terms of and approving this contract as not being violative of the constitutional limitation on debt, the court said:

Obligations of Board Within Law

It will be seen from the quoted portion of the lease that the only obligation which the appellee [the board] assumes is the rent for one year, and this is within its constitutional limitation. It is absolutely optional with the appellee whether or not it will renew the lease, or whether or not it will buy the property. . . . The transaction is an absolute sale of the school building for a fixed consideration. . . .

The appellee has the option to lease and rebuy, but no obligation so to do. The appellee has the right to buy back the property at any time, but neither the corporation nor anyone else can ever force it to buy it back. Should the corporation default in the payment of its bonded indebtedness, the holders of these bonds must look to the property which is that of the corporation, and has no right to sue the school board. It is clear that . . . appellee has the power to sell this property to the corporation and to enter into the lease in question. It is equally clear that the plan proposed does not violate any constitutional limitation on the power of the appellee to incur an indebtedness.

The foregoing cases constitute a cross section of the case law of the subject. And, while the reasons for resorting to the methods proposed for financing the buildings were in each case the same; i.e., a constitutional limitation of the power to incur debt, there are marked differences in the methods proposed.

Obviously, the plan approved by the Kentucky court was the most likely to succeed, for it specifically confined the obligations of the school district to a sum within its constitutional limitation. And, as we have seen, it did succeed; but whether or not it, or a similar plan, would be approved in other jurisdictions would necessarily depend upon the facts involved.

A Village High-and-Elementary School

The Union Free High School at Wilmot, Wisconsin

Successful school buildings which solve difficult problems of financing, planning, design, and construction are by no means to be found only in the large centers of population where vast school-building structures are erected. In fact, the most interesting of recent schoolhouses in which extremely difficult situations, arising out of most severe limitation of funds and a strong desire to provide an enriched educational program, are to be found in rural and village situations. These small school buildings are generally simple and straightforward and must be examined in the light of their splendid serviceability and economy. A building of this kind is the Union Free School at Wilmot, Wisconsin,

erected during the winter of 1932-33 and occupied in September, 1933.

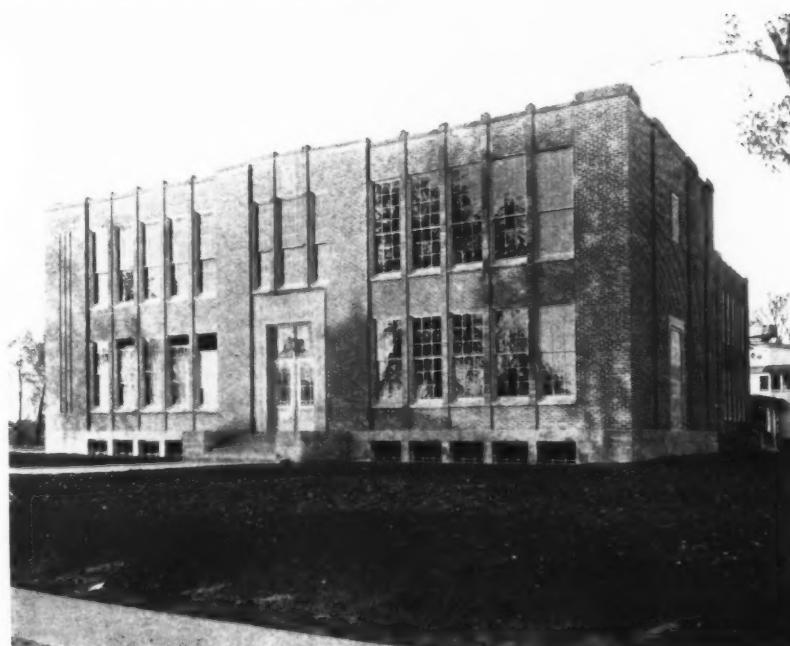
The Wilmot School was erected by the joint school district of the village, and is rented by the Union High School District which includes a large area of country surrounding the town. It replaces a building burned in 1931.

The basement contains a large area for play purposes, a well-equipped lunchroom, space for the heating apparatus, and a storeroom for the janitor.

On the first floor, two classrooms, measuring 23 by 29 feet, afford all the necessary space for children in the grades. This section of the school



TYPICAL CLASSROOM



UNION FREE HIGH SCHOOL, WILMOT, WISCONSIN



CORRIDOR

Union Free High School, Wilmot, Wisconsin



UNION FREE HIGH SCHOOL, WILMOT, WISCONSIN
Law, Law and Potter, Architects, Madison, Wisconsin.

has a separate entrance and is equipped with separate toilets for boys and girls. An interesting feature of the classrooms is a workroom fitted with shelving and a small worktable. The classrooms are equipped with built-in wardrobes, a small bookcase, and a storage closet for the teacher.

The high school occupies the main section of the first floor and all of the second floor. On the first floor there are a music room, an agriculture room, and a history room, and boys' and girls' toilets. On the second floor there is a large study hall, measuring 33 by 76 ft. The room has a 15-ft. ceiling and is equipped with a speaker's platform. On the second floor are also to be found an English room, a combined mathematics classroom and science laboratory, two rooms for commercial subjects, a teachers' room, and an office for the principal.

The building is without gymnasium facilities because these are provided in an existing schoolhouse on the same site. The latter building will be replaced ultimately by an extension of the new school building.

The building is erected with brick walls, faced with rough brown brick in varied shades, and trimmed with Bedford stone. The floors are reinforced-concrete construction and are surfaced with asphalt-tile throughout. The roof is of wood joist, suspended metal lath, and a fireproof deck covering. The walls throughout are plastered and sound-absorbent materials have been introduced in the corridors, the typing room, and the music-room ceilings.

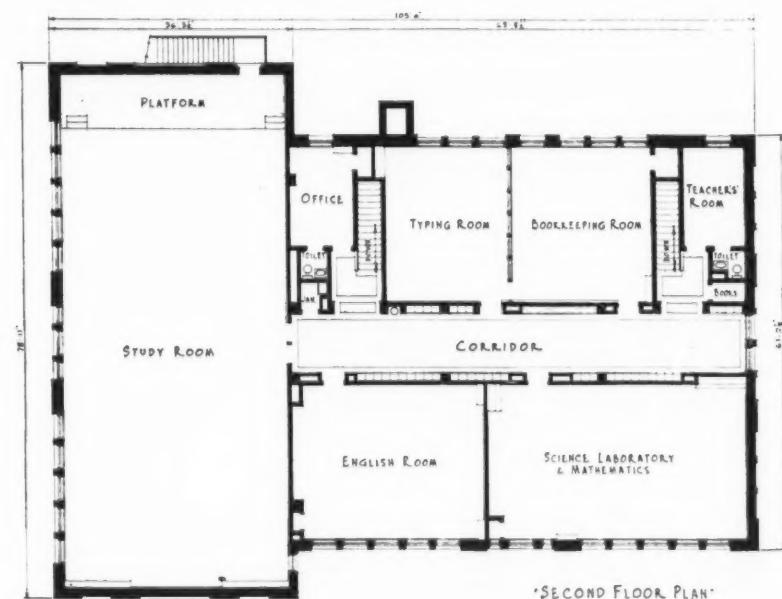
The building is fully wired for lighting, power outlets, program clock, and bell signals. The heating is of the forced warm-air type, and the temperature in all classrooms is under

automatic control. The plumbing is of heavy-duty school type, with vitreous-china fixtures. Drinking fountains have been placed in niches in the first- and second-floor corridors.

Each of the rooms has been specially studied for the instructional work to be carried on, and ample built-in storage space has been provided for all instructional materials, books, etc. The furniture is generally of the modern, movable type so as to permit of the widest flexibility in teaching methods.

The educational needs for the building were outlined by Mr. M. M. Schnurr, principal of the Union High School District, and the plans were prepared by Messrs. Law, Law & Potter, of Madison, Wisconsin.

On the basis of its content, the building cost 13.9 cents a cubic foot. The total cost, exclusive of the architects' fees, was \$43,000.



UNION FREE HIGH SCHOOL, WILMOT, WISCONSIN
Law, Law and Potter, Architects, Madison, Wisconsin.



BURGARD VOCATIONAL HIGH SCHOOL, BUFFALO, NEW YORK
Ernest Crimi, Architect, Buffalo, New York.

The Burgard Vocational High School, *Buffalo, New York*

The Burgard Vocational High School, of Buffalo, N. Y., is an interesting example of modern architecture adapted to the difficult problem of housing a vocational school which includes a great series of shops and workrooms. The building was designed by the Bureau of School Architecture of the Buffalo Board of Education under the direction of Mr. Ernest Crimi, architect, and James F. Gill, structural engineer. The entire layout as well as the unified plan were developed by the architect on the basis of recommendations made by the administrative heads of the school and the shop teachers. The building is constructed of buff orange brick and is trimmed with gray cast stone.

The building is 290 ft. long on the main frontage. Its depth is 188 ft. for the building proper, and the boiler room extends 46 ft. in one direction and 33 ft. in the other from the northeast corner of the main building. The school is four stories high and is surmounted by a tower. It is so placed on the site that it appears to be three stories high in the front. The construction throughout is fireproof. The walls are brick and stone and the floors are concrete with steel over the long spans.

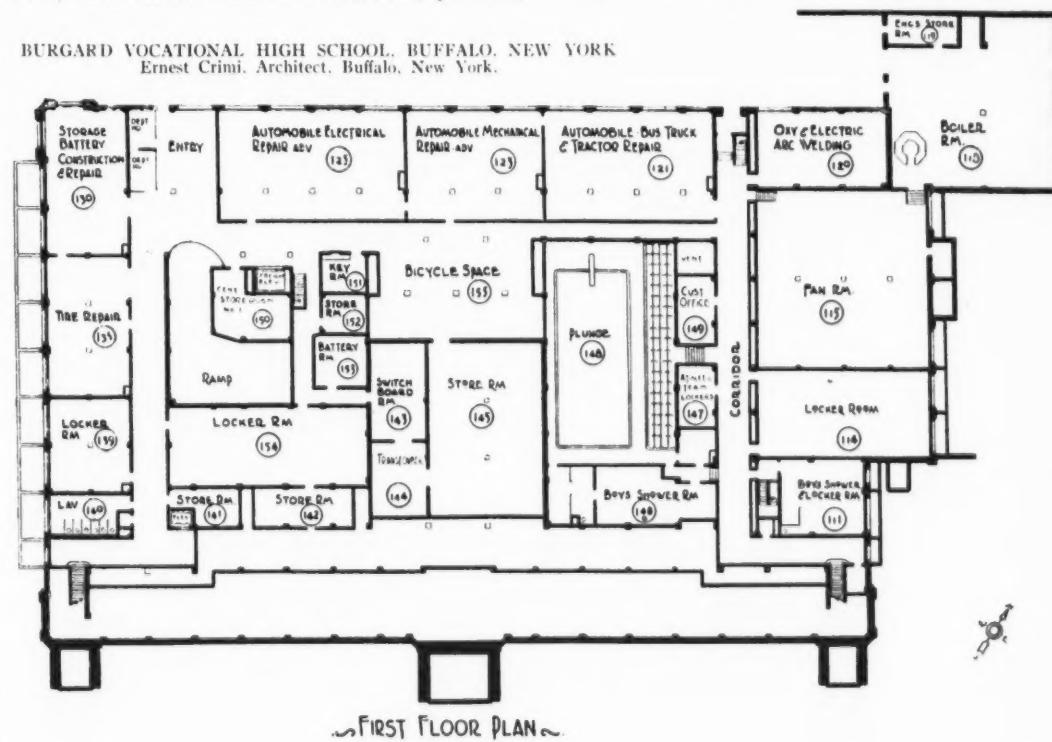
The first or basement floor is entirely above grade at the sides and the rear of the building, with two entrances at grade of which one is ample to permit large trucks and automobiles to be driven in. This floor contains the central receiving room, locker rooms, boiler and fan rooms, space for swimming pool, showers, transformer and switchboard rooms, a central store-room, bicycle room, automobile ramp entrance, and advanced automobile and welding shops.

Leading to the second floor are the main

approaches to the building. Three commodious doorways open upon a vestibule and lobby directly in front of the auditorium. This floor contains the auditorium proper, the large double gymnasium, the principal's and other offices, faculty conference room, library, clinic, music room, and second central storeroom, printing

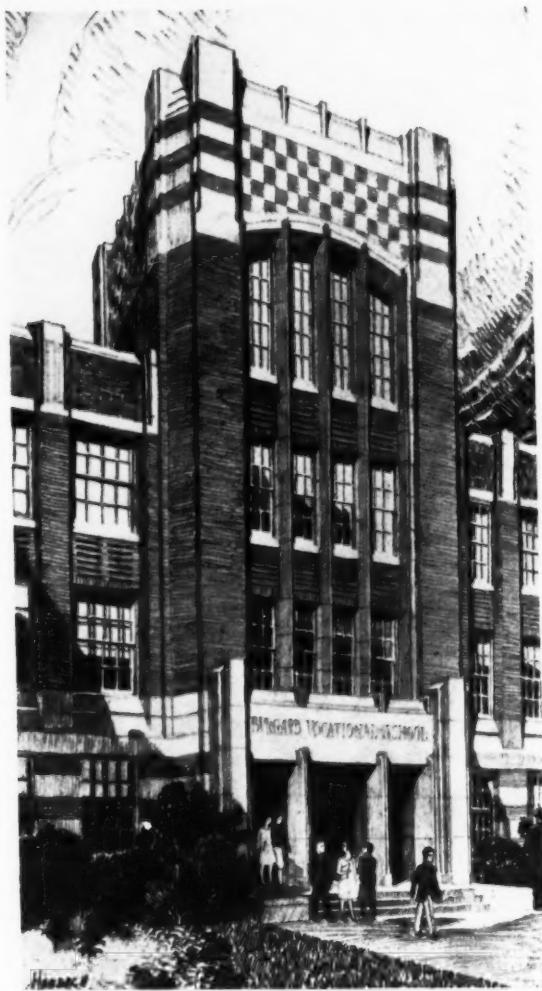
pressrooms and automobile shops, trade-mathematics rooms, trade-science mechanical laboratory, and lecture rooms.

The third floor houses the auditorium balcony, upper part of the gymnasium, a third central storeroom, trade-theory lecture rooms, typography and linotype shops, machine shops, trade-science chemical laboratory, and lecture room, English rooms, and other social-subjects classrooms as well as a recitation room for



Burgard Vocational High School, Buffalo, New York

RECENT MODERN SCHOOL BUILDINGS



ENTRANCE TOWER, BURGARD VOCATIONAL HIGH SCHOOL, BUFFALO, NEW YORK

part-time apprentices.

The fourth floor has the students' cafeteria and kitchen, faculty dining room, and the following shops and classrooms: lithography, all the aviation shops, trade-drafting rooms, trade-mathematics rooms, trade-science electrical laboratory, tire building, and blue-printing room. The tower contains the aéronautical lecture room in which air navigation and meteorology will be taught. The roof-platform area on top of the tower houses the meteorological and airport instruments.

There are approximately 30 shops and 25 classrooms, accommodating 1,000 day-school pupils. At night 2,000 adult students can be taken care of on the two-platoon system if necessary.

Mr. William B. Kamprath, principal of the school, in describing some of its special features, writes:

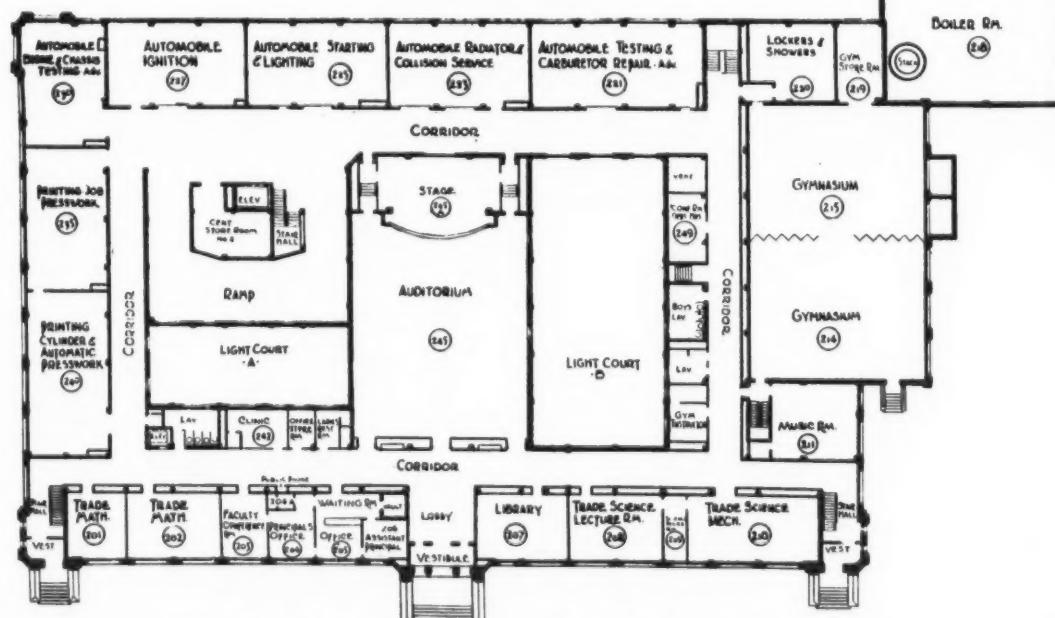
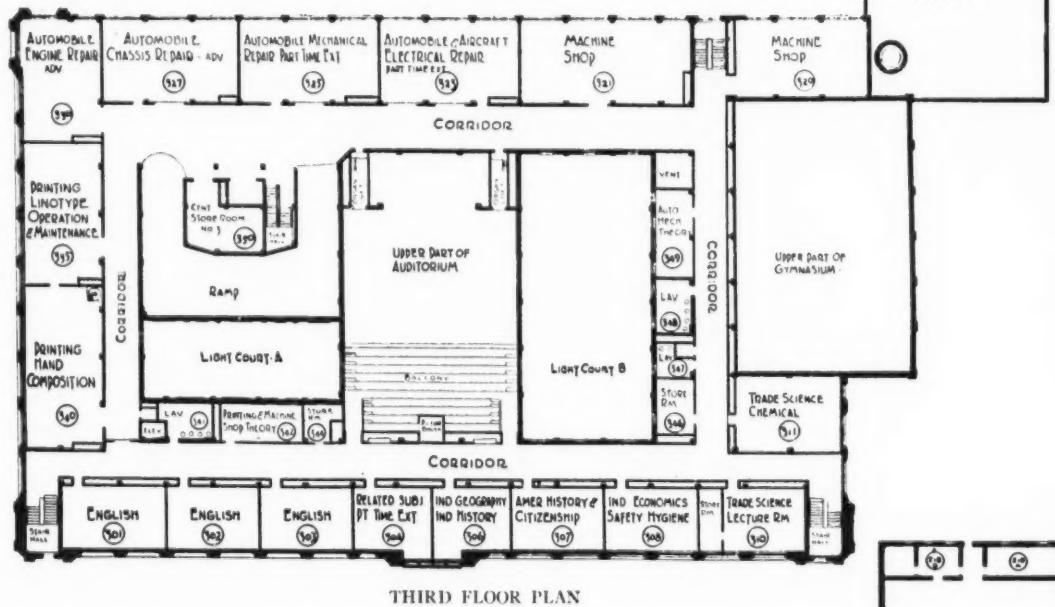
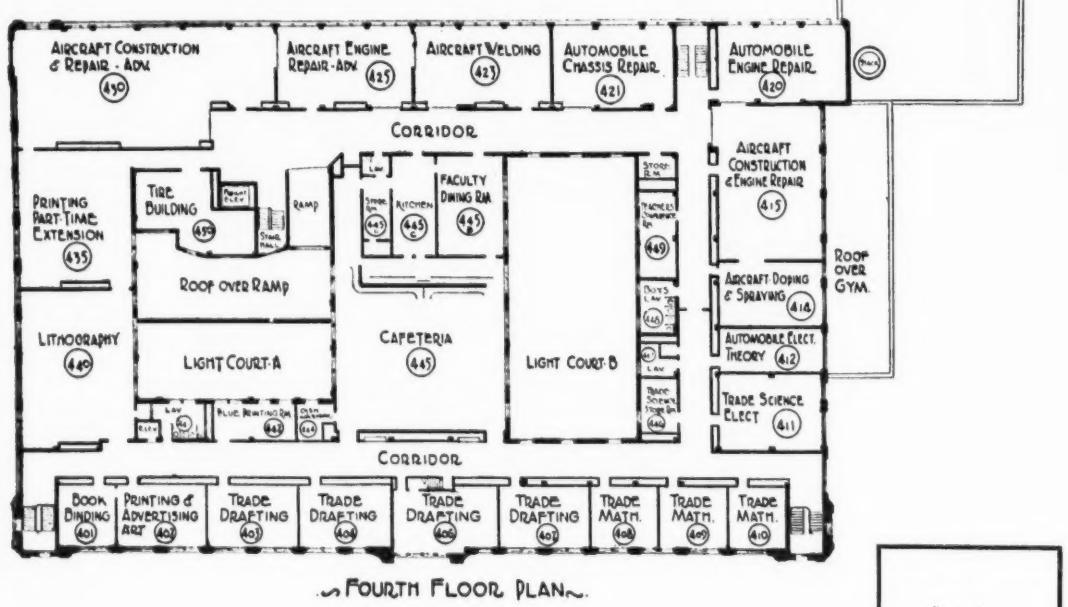
There are many unusual and unique features in this new school. The following are of special interest: A concrete motor ramp is installed in the shop section to permit automobiles to be driven to any floor of the building. The rear corridor is 15 feet wide and forms a traffic highway from the ramp to the shops on any floor. The main ramp entrance is equipped with overhead, electrically operated garage doors such as are found in modern downtown service garages. All automobile-shop entrances leading to the ramp highway will be provided with manually operated garage doors. Outside the main automobile entrance, a commodious concrete space is provided for parking cars. This area also contains the underground tanks for gasoline, benzol, and kerosene, and a modern-type automobile-greasing pit.

Several kinds of floor have been installed: special concrete in the automobile shops and printing department, battleship linoleum over concrete in the classrooms, wood in the gymnasium, and terrazzo in some stair and corridor sections. The science laboratories are radical

departures from the conventional high-school physics and chemical laboratories. They approximate in equipment the commercial testing laboratories of modern industrial plants. Three central storerooms, located within the automobile ramp section and near the elevator, are operated on a storehouse system such as is common in big industrial plants. A large freight elevator expedites the distribution of materials and supplies in the handling of which the ramp cannot be utilized.

Two kinds of electric current are used in

the building: 208-volt, 60-cycle, 3-phase alternating current for power purposes; and 120-volt, 60-cycle, single-phase for lighting. Both 115- and 230-volt direct current are generated on the premises for special use in the printing department, the dynamometer test rooms, and for science laboratory use. A standard, fully automatic emergency light system which cuts in when regular service fails and cuts out when



Ernest Crimi, Architect, Buffalo, New York.

it is restored, is part of the equipment at the school. There is installed a complete private intercommunicating system of telephones to every shop and room in the building, and a special "auto-call" which operates from the office. The clock equipment includes a program system of master and secondary clocks with an automatic six-program circuit. In connection with each wall telephone in all classrooms, lecture rooms, study rooms, and special assembly rooms, there is furnished a radio jack connected to the central radio control panel on the auditorium stage.

The stage has a door large enough for automobiles, opening on the north traffic corridor. Installed at the right of the proscenium opening there is a complete, manually operated, selective interlocking, mechanical remote-control stage switchboard for dimmers, foot-lights, border lights, and the auditorium lights. A moving-picture booth is located in the rear of the balcony, and pipe-organ lofts are provided at the right and left of the upper part of the stage for future use.

The building has a pressure water system

with pressure tank, pumps, motors, and air compressor for supplying the entire building with water at a pressure of 60 pounds per square inch. A built-in motor-exhaust-pipe system to all motor-testing shops and a compressed-air system for all shops and laboratories are provided. The boiler and fan equipment consists of two boilers capable of developing a maximum of 600 horsepower each and furnished with standard underfeed automatic stokers and four main fans for supplying fresh air; also a radial brick chimney 125 feet high, equipped with a lightning conductor, and guaranteed to withstand a wind velocity of 100 miles an hour.

The equipment, including furniture, such as desks, lockers, tables, chairs, etc., shop machinery, tools and apparatus, sodding, seeding, planting, fences, flagpoles, slate blackboards, alternator or folding blackboards, visual education stereopticons and motion-picture machines, lighting fixtures, shades, stage draperies, auditorium seats, office furniture, gymnasium and cafeteria apparatus, is included in a special-equipment contract.

playing games such as soccer, football, indoor baseball, or volley ball, too frequently allowed their enthusiasm to gain control when the ball happened to roll into the street, with the result that every now and then some child was dashing heedlessly into the street. Children's immediate interest and enthusiasm is always on one thing — the objective of their play. Invariably they are utterly oblivious to surrounding danger.

"Appreciating this humanly childish trait we feel ourselves obligated to afford every possible protection against thoughtlessness. Even now, on numerous occasions a ball goes into the street, and is run over — but we are very well satisfied that it is the ball rather than the child."

TENTS SOLVE EMERGENCY HOUSING PROBLEM

Helen Bell Grady, Berkeley, California

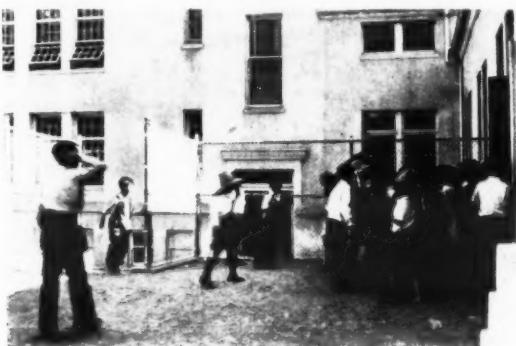
The steam-heated tent which has been long a matter of humorous speculation, has become a reality in Berkeley, California. In this city, hundreds of pupils thrown out of their classrooms



REGISTRATION DAY AT THE LONGFELLOW ELEMENTARY SCHOOL OF BERKELEY, CALIFORNIA, found the pupils looking for new tent rooms which were to be their school homes for the spring term.

because buildings were declared unsafe to withstand earthquakes, are comfortably carrying on their schoolwork in tents heated by steam from a central heating plant.

It was not until the week before schools closed for the Christmas holidays that the California State Division of Architecture visited Berkeley to inspect the school buildings. As a result of their survey, two elementary schools, one junior high school, and the high-school gymnasium were pronounced unsafe. By postponing the opening of school one week for the spring term, the construction of 49 tents made possible ample housing facilities for a school population of 2,300 pupils. The ease with which they were built (all were constructed in three weeks), the satisfactory rooms which have resulted, and the small cost have made tents recognized as the best plan for meeting such an emergency.



THE PROBLEM OF SAFEGUARDING CHILDREN where playgrounds are laid out on several levels is completely solved by a 6-foot chain link fence. At the Longfellow School, Pasadena, an entrance makes the fence doubly valuable.

still considered sound and fencing is being erected in proportion to the funds available for this purpose.

The plan calls for 6-ft. fences to inclose elementary-school grounds, and 10-ft. fencing around athletic fields. While the primary reason for protective fencing is, of course, the safety of the children,

another important reason is for the protection of property. Not only is school property protected by fencing, but adjacent residential property as well.

At the Washington School more than six acres are inclosed, and at the John Muir School, 1,500 ft. of additional fencing has been erected, thus completely inclosing about seven acres. Eventually all school property will be fenced.

The fencing program calls for the use of chain-linked fencing almost exclusively. In many instances it is set in a concrete base, and in some cases set back 8 or 10 ft., and shrubbery is planted in the parking areas. Landscaping of this sort adds much to the beauty of school property, and to the monetary value of adjacent private property. Where the area is large enough to accommodate the activities of the schools, the set-back policy is followed. If 10 ft. cannot be spared, a margin of perhaps 5 ft. is reserved for planting.

With school grounds completely fenced, the accident hazard is reduced to a minimum. There is a certain indefinable but none the less real spontaneity about children. If a child, or even a group of children get an idea that they want to see something, quick as a flash they will run to their objective, irrespective of possible immediate danger. Such an inherent characteristic makes adequate fencing absolutely necessary for schools located where traffic hazards exist, not only in metropolitan areas, but for any school so situated in relation to heavily trafficked highways.

In speaking of the fencing program, Mr. Cecil F. Martin, supervisor of recreation in the city schools, said: "When we had no fences, the youngsters, in



AT THE WASHINGTON SCHOOL, PASADENA, the athletic and play field has been extended to the sidewalk because it is amply protected by a 10-foot fence.



THE JEFFERSON SCHOOL, PASADENA, has a limited playground so that complete protection is needed for pedestrians as well as children.



LIGHT, AIRY, AND ATTRACTIVE
is this classroom in the Longfellow Elementary School of Berkeley, California, where steam-heated tents are solving the housing problem for hundreds of pupils thrown out of buildings condemned as unsafe to withstand earthquakes.

Capitalizing on the experience of Southern California cities, the Berkeley school officials improved on the tents used there. They decided on rooms 24 by 36 feet in size, thus permitting ample space. The rooms are attractive in every way, and, in many cases, are an improvement on rooms in the condemned buildings. In the elementary schools, 4 feet at the end has been closed off for use as a cloakroom.

There are two entrances to the tents, one at either end. The rooms are lighted through the white canvas tops, but in addition there are six large electric lights for use on dark days. At the ends, khaki-colored canvas is used, thus softening the light, and making it easy on the pupil's eyes. There is a wood floor, and pine siding extends up 4 feet on the sides. Brown weatherproof paper is used at the top of the blackboards on the ends, and also around the inside of the siding, to give the effect of wainscoting.

To provide for a cross current of air, double layers of canvas are used on top of the frame rafters. The side canvas which is placed on rollers is adjustable by pulleys. In warm weather these may be pulled up so that a perfect outdoor classroom is the result.

Radiators are placed along one side of the room, bringing heat from the school's central heating plant. Thus, with ample heat, light, and good ventilation, the tents provide all the comforts of a regular classroom.

Because Berkeley is located definitely in an earthquake zone, the board of education knowing it is held responsible for the safety of children in its schools, has launched a program which will result in earthquakeproof buildings. In several instances, buildings condemned can be strengthened or slightly remodeled, in others they will have to be abandoned entirely.

On Progressive Art Rooms

R. E. Coté, Chairman, Art Department, Boys' Technical High School, Milwaukee, Wisconsin

The only undisputed fact about art education in America at the present time is that enrollment in art courses is increasing rapidly in the public schools. Regardless of the many reasons for this growth, we find closely related to the increased demand for art education, also a demand for enlarged equipment. Unhappily we also find ourselves less certain than ever as to exactly what physical equipment art education ought to have in order to attain its aims.

Courses in art require for their ultimate success adequate, comfortable, and well-equipped art rooms. To assist in attaining ultimate success a survey was made this year by the writer, under the direction of Dr. T. C. Holy, of the Department of School Administration, Ohio State University, to determine the likes and dis-

likes of art teachers in junior and senior high schools. The present condition of the physical features of art classrooms was ascertained in 312 schools, and the opinions of as many teachers were obtained.

Planning of Ideal Art Rooms

After compiling the results, specifications and plans were drawn up for ideal art quarters from the standpoint of construction and equipment. Wherever the final results on any particular point were evenly divided, the writer's personal opinion was brought to bear one way or the other. These opinions were based on ten years of experience teaching art in grade schools, high schools, a normal school, and a small college. In addition, the writer had two years' experience

in an architect's office as a designer and as the architect for a small schoolhouse in the State of Ohio.

Without doubt, there will be disagreement with certain parts of this survey, but a sympathetic understanding of these specifications will do much to raise the present situation to a higher level.

Main Art Room

A. Construction

1. **Size.** The room should be large and attractive in appearance. The room must be flexible to the extent that various types of art work can function at all times. First, it must have its windows on the long axis, facing north, and the room should be located on the top floor of the building. This is absolutely essential. Proper natural lighting to all parts of the room is very important. Tops of windows shall be placed above the finished floor line at a height equal to not less than half the average width of the room. The width of the room should not be more than 24 ft. The length of the room may vary somewhat due to class sizes, but 40 ft. is recommended for general purposes.

The area per pupil should not be less than 30 square feet.

The height of the room should not be less than 12 ft. 6 in. from the floor to the ceiling. There is little advantage in greater heights. On the basis of 200 cu. ft. of air space per pupil, the above dimensions will provide adequate air space.

2. **Windows.** There should be provided not less than 1 sq. ft. of glass area to each 4 sq. ft. of floor area.

The art room should have unilateral light, with windows placed on the long axis of the room to the left of the pupils. The bottom of the windows should be high enough above the floor so that the light entering the room will be above the plane of vision of pupils seated next to the windows. The top of the windows should be square and not more than 6 inches from the ceiling. There should not be more than 2 mullions and they should not exceed 12 inches in width. There should not be less than 4 feet of dead wall space in the front of the room on the window side.

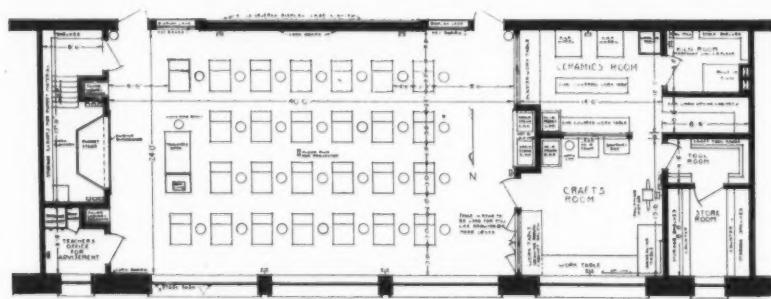
All windows should be of the pivoted-ventilator type.

Shades should be translucent and of a color to harmonize with the walls. Gray is to be preferred. Dark opaque shades should be provided also in order to make the room lightproof for the display of slides and pictures.

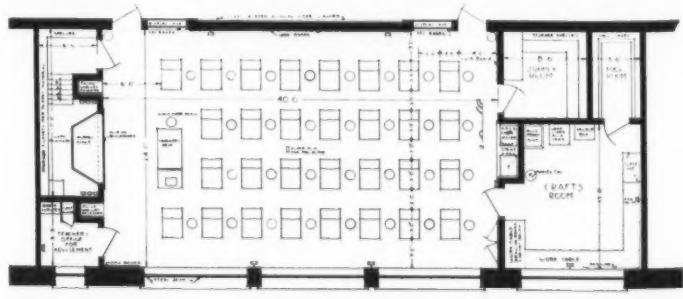
3. **Floors.** The floors should be covered with a good quality of battleship linoleum.

4. **Walls and ceilings.** Lime-plaster walls and ceiling, troweled to a smooth, even finish are satisfactory. The countersunk type of picture molding is to be preferred to the wood-molding type.

5. **Doors.** The room should have two doors, one for entrance and one for exit. They should be at least 3 ft. in width by 7 ft. in height. Doors should open outward and be provided with a suitable device to hold the door open in addition to a door check. The upper part of the door should have one pane of frosted glass with a 2-in. border of plain glass. The lock on the door should be such that it can be locked from



AN IDEAL ART ROOM FOR AN AVERAGE HIGH SCHOOL



A MINIMUM ART ROOM FOR AN AVERAGE HIGH SCHOOL

the outside but never from within.

6. *Color scheme.* The side walls should be a light gray, the ceiling light cream, and the dado of darker color to harmonize. A dull, flat finish should predominate entirely. The finish of the furniture should be a dull, neutral tone harmonizing with the walls.

7. *Blackboards.* The amount of blackboard space needed is rather small. Twenty-three square feet will suffice for most art rooms. The blackboard should be placed only on the front wall of the classroom. In no case should blackboards be placed on the same wall as the windows. The blackboard should be the sliding type, acting as a curtain for the stage. A silver screen should be built in the top part of the sliding blackboard. The blackboard should be mounted 46 in. above the floor. The width from the chalk rail to the top of the board should be 46 in. This board, used mostly by the teacher, is mounted higher in order to increase the visibility from the rear of the room.

The chalk trough of the blackboard should have a hinged wire screen of 18-gauge galvanized wire of $\frac{3}{8}$ -in. mesh, arranged to swing up and back to permit easy cleaning of the trough.

8. *Display boards.* The amount of display-board space will vary somewhat depending upon the type of art taught, but 200 sq. ft. is recommended as a minimum amount. One hundred square feet of this amount should be located outside the art room on the corridor wall. Cork is recommended as the standard material as it cleans easily and does not show thumb-tack holes.

9. *Built-in cases.* There should be two built-in display cases in the outside wall visible from the corridor. The back of these cases should be hinged so that they can be swung back and the cases loaded from the interior of the room. The back of the case should have cork-veneer finish. The shelves should be of plate glass, adjustable and flat. The cases should have concealed electric lights. The rear of the case is composed of two sets of doors. The inside door acts as a background for the display case on one side of it, and as a keyboard on the other side. The glass door facing into the art room acts as a protection for the keys and material displayed in the case. It should have a substantial lock.

The front of the room should contain two built-in cases that will hold 22 by 28-in. mounting boards. In addition, there should be built-in drawers to hold 12 by 18-in. paper, paints, etc.

Two recesses to hold standard four-drawer filing cabinets should be included in the well-organized plan.

Built-in cases that will hold a total of thirty 22 by 28-in. drawing boards should also be included.

10. *Sinks.* A double soapstone sink should be located in the rear of the room. It should be recessed to overcome splashing. Hot- and cold-water faucets should be provided.

11. *Electricity.* There should be at least five wall sockets and one floor plug located in the center of the room for a projector. The artificial illumination maintained shall not be less than 8 foot-candles at the working plane and 15 foot-candles is recommended.

B. Equipment

1. *Type.* The desks should be the self-contained, fixed type. They should contain six drawing boards, 18 by 22 in., and six drawers with substantial locks. The desk tops should be adjustable to three different angles. Part of the top should be flat and stationary. The top itself should be of linoleum. The stools should be of metal with wooden seats and in three different sizes. Each desk should have one T square with it.

There should be thirty 22 by 28-in. auxiliary drawing boards stored in a built-in cabinet. These boards are to be used for large posters.

Two standard-sized four-drawer steel letter-filing cabinets should be included as part of the equipment. Case size is $49\frac{1}{2}$ by $15\frac{3}{4}$ by $25\frac{1}{2}$ in.

A flat-top teacher's desk, size 54 by 30 by 30 in., with a good quality lock, should be provided. Also a good-quality chair for the teacher.

There should be a paper cutter in every art room. An 18 by 24-in. size is recommended. There should be a small table for holding the paper cutter.

Two still-life stands should be a part of the equipment in every art room.

There should be two standard-sized pencil sharpeners in every room. The heavy-duty type is recommended.

One blackboard compass and two erasers should be furnished to every art room.

A towel box and soap container are essential features of the ideal art room.

There should be a good-quality projector capable of projecting both slides and opaque pictures onto a large screen. A silver screen 6 ft. wide should be included also.

A cabinet stand for the projector should be a part of the equipment. The drawers should be of a size to hold slides.

In every art department there should be a mimeograph machine of good quality. It is one of the essential features to be considered.

A block-printing machine is not an absolute essential, but it is recommended that one be considered, if possible.

2. *Arrangement.* The desks should be so arranged in the room that there will be not less than 6 ft. of clear space in the front of the room for the entire width of the room. Center aisles shall not be less than 20 inches wide. Wall aisles shall not be less than 36 inches wide.

The teacher's desk shall be located in the front of the room. The paper cutter shall be placed next to the teacher's desk.

(To be continued)

A CITY MAYOR AND A SCHOOL SYSTEM

A membership on a board of education has sometimes served as a stepping-stone to the mayoralty office. Whether the change from one to the other can in every instance be regarded as a promotion depends upon local conceptions and conditions. It is certain, however, that the office of mayor enjoys greater distinction than does a school-board membership.

It remains, nevertheless, that the experience gained as a member of a board of education may add much to the efficiency which a chief executive of a great municipality ought to possess. In the city of Buffalo, N. Y., George J. Zimmermann, who had served for eight years on the board of education, last November found himself elected mayor.

The experience thus gained not only placed him in a sympathetic attitude with the local school system, but gave him a better understanding as to its needs and its problems. One who studied him at a close range while a board-of-education member said: "With the quiet courage characteristic of the man he met every issue with dispassionate good judgment and never lent himself to any action, however trifling in itself, which was other than just, fair, and above approach."

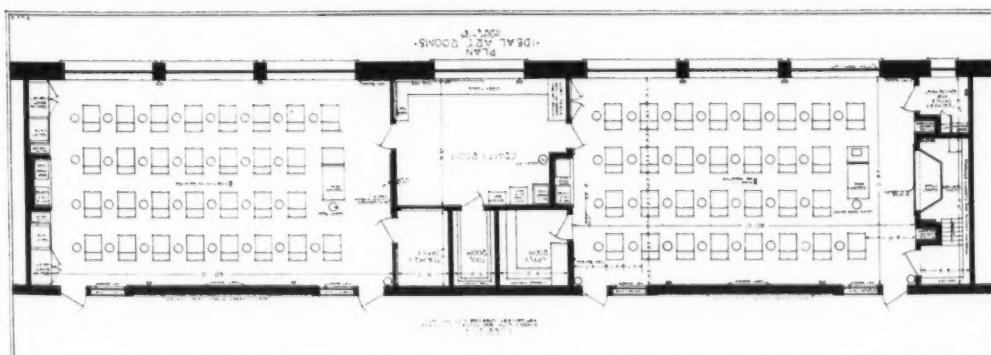
Thus Mayor Zimmermann was clear and direct when the educational interests came under public scrutiny. He immediately proposed that the public schools be restored to that dignified and orderly procedure which ought to characterize all their efforts. "I do not propose," he said, "to see the school department starve to death under the flimsy guise of protecting the schools."

But the mayor's appreciation goes a trifle deeper into the merits of the school question. In speaking of some of the troubles which had overtaken the local school system he traced these largely to the fact that the plan of appointing the school employees on recommendations of the superintendent, had been abandoned.

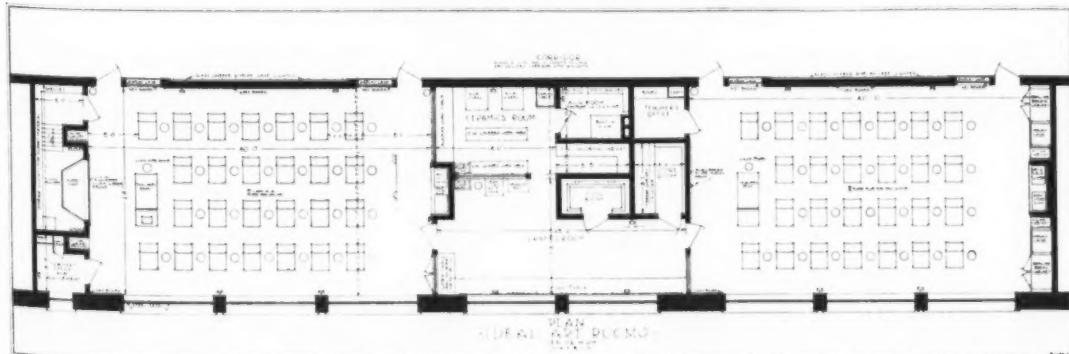
In a recent public address, he outlined his position on the school question. The following paragraph indicates the policy that will guide his administration:

"I shall exert every possible effort to see that the chief executive officer of the school department is given not only all of those powers which the law clearly intends him to exercise, but also all of those which a superintendent in any sound business is presumed, without question, to possess.

"I stand today on the same platform with reference to the public schools on which I stood when I was a member of the board of education. I do not, as mayor, desire anything more in connection with the schools than to see them efficiently and wisely operated for the best interests of the pupils who attend; but while, as I say, I do not desire more, it is equally true that so far as possible, I shall permit nothing less."



AN IDEAL ART ROOM FOR A LARGE HIGH SCHOOL



AN IDEAL ART ROOM FOR A LARGE HIGH SCHOOL IN WHICH CRAFTS ARE TAUGHT

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

Federal Support for Schoolhouse Construction

NOW that the huge sum, namely, \$3,300,000,000, appropriated by the National Congress for public works administration has been allotted, it may be of some interest to learn what amount went into schoolhouse construction. The money was divided between federal and nonfederal projects.

It now develops that out of the total, \$870,026,704 was diverted to nonfederal projects, namely, sewage and waterworks systems, city halls, courthouses, schools, bridges, and highways. The sum allocated to date to the schools for construction work is \$96,078,051. The actual amount thus far received by the school authorities is \$75,595,491, or 8.68 per cent of the total allotted for nonfederal projects.

According to announcements coming from Washington the National Congress proposes to make another appropriation for nonfederal projects which will include further support for the schools.

In analyzing the experience of the past six months, it is found that the school authorities have been somewhat hesitant in coming forward to avail themselves of the federal aid that was offered. While some school systems felt the need for more schoolhousing to meet the demands of an ever-growing pupil population, the question of operation and maintenance became a matter of even graver concern.

Thus, when the economies in the way of a shorter school term and a reduced professional force were under consideration, capital investments became a somewhat secondary consideration. But in the adjustments engaged in, the question of school accommodations cannot be ignored. In due course of time, it will assert itself again. The inevitable must be met when the time arrives.

It is incumbent upon the school authorities to note from time to time the attitude of the Federal Government toward the school interests of the country. Wherever federal support is deemed expedient and practicable, it should be accepted. The conditions which obtain in such acceptance should be clearly defined and digested. No obligation should be entered into unless such obligation can ultimately be met.

Financing the Schools and the Problem of Taxation

ANY discussion engaged in regarding the financing of public education must bring under serious consideration the problem of taxation. The sources of school support are so vital to the subject that they deserve proper study as a prerequisite to the whole subject of school financing.

It is not only the problem of an adequate tax yield in support of the public schools, but also the question of an equitable distribution of the tax burden. The citizenship that finds itself unduly burdened is apt to rise in protest against the cost of all government, including the maintenance of the schools.

For a long time the educators, who have at all times concerned themselves with school costs, kept their eye on the adequacy of school support rather than on the mode and manner of exacting the necessary revenue. In more recent years they have gone one step farther and entered upon a study of the methods of taxation as well.

Here it has become clear that the property tax, as such, is both inequitable and inadequate as revenue producing instruments. The volume of tax delinquencies prevalent in all parts of the country tells its own story. It demonstrates the inability of property interests to carry the burden imposed upon them.

In contemplating this situation we have the untaxed interests; namely, those who own no property and who have enjoyed comfortable incomes but have escaped tax burdens. It is true that all those who buy food, clothing, and shelter, in so doing, contribute something toward the support of government. But it does not follow that they share in the tax burden in proportion to their ability to do so.

In dealing with the subject of the financing of education a recent bulletin of the National Education Association has this to say: "It follows that a breakdown in school finance is an inevitable result of any general breakdown of the property tax throughout the country and likewise that any constructive effort toward meeting the present emergency of the schools must begin with the task of rehabilitating that tax, or as an alternative, of finding adequate substitutes and supplements for it. The accomplishment of this purpose is essential in meeting the immediate difficulties of the schools. It is scarcely less necessary in solving the continuing problem of placing educational support on a permanently sound financial basis.

"A sound revision in the American system of school support, which is now of pressing necessity, thus has two aspects:

"1. An attack upon the immediate financial difficulties of the schools, which have grown out of the widespread failure to collect property taxes already levied, decreases in current levies, shrinkages in receipts from state aid funds, impounding of governmental funds in closed banks, and similar emergency factors.

"2. A permanent readjustment of the basis of school support in such a manner that distribution of tax burdens may be as nearly equitable as possible, in order that similar emergencies may not continually arise in the future."

And then the writer of the report adds: "Nonpayment of taxes levied upon property is unquestionably the immediate cause of the greater part of the financial difficulties now faced by all branches of local government, including school systems. While the seriousness of existing tax delinquency varies widely throughout the United States, there is almost no state some section of which has not been handicapped in the conduct of its governmental affairs by failure to make full collection of its tax levies."

All this leads to the conclusion that the entire scheme of taxation as exemplified in the several states of the United States is subject to a revision. The next step is to inquire into the expediency of the income tax, the practicability of the sales tax, and an examination of the methods of taxation that are most equitable and efficient as revenue producing instruments.

School Board as an Employment Agency

THE employment of teachers and janitors is always an important school-administrative task. At times, however, the task becomes an embarrassing one. Press notices, coming to light here and there, would indicate that the pressure in support of local talent is liable in some localities to develop into an acute issue.

The issue between local and outside talent which confronts the school administrator is at times urged to add names to the roster in order to relieve the unemployment situation. Someone, well equipped personally, is in need of a job. Classes must be reduced and another name added to the payroll.

These tendencies have some merit but it is a grave question whether school authorities can consistently practice charity at the expense of the task in hand.

Under the caption that the school board is no employment agency, the *News-Herald* of Newburyport, Mass., says:

"All over the country the argument is being used that local teachers should be employed and outsiders should turn to their own cities for employment. Good men argue that this policy should be adopted. But Shakespeare showed the danger of this policy in his famous line, 'Home keeping youth have ever homely wit.' The surest way to weaken the school system is to employ only local teachers. It would do any local teacher good to go out and earn a reputation in some other city. In fact it was the invariable rule of one of our former school superintendents that no local teacher should be elected until she had received two or more years' experience in outside schools. This was at a time when we had a training

school for teachers for the lower grades in this city but it suffices to prove that in the minds of educators outside experience is quite essential to round out one's qualifications for teaching.

"We cannot afford to weaken our school system by employing inferior local teachers when we can employ superior outside teachers. Even with the excellent work at present in our high school, it is no easy task for pupils to enter the colleges of the highest grade. We cannot afford to weaken our high school by making a local employment agency of our school committee. When once a local teacher is elected, she cannot be ejected. School superintendents have to give up such tasks. They raise a storm of protest when they try to get rid of an inferior local teacher. The only way to do is to exercise the utmost care in the first selection.

"We have some very efficient local teachers in our schools, but the baleful effects of intellectual inbreeding would be quickly seen if we employed only local teachers. In a few years we would be very provincial. To express it plainly our schools are not designed to give local young people good jobs, but to give the very best instruction within our means to our children. Any other policy cheats both taxpayers who are the parents, and the children."

What applies to a Massachusetts community applies to every other community in the United States. Home-town interests cannot be ignored, but neither can they be defended where the welfare of the child is at stake. The interests of the latter which concern many families cannot be sacrificed in order to serve the one. The school authorities are intrusted with the administration of the schools and not with the management of an employment agency.

State Legislatures and City School Systems

IN THE litigation which has in recent years found its way into the courts of law and which concerns questions dealing with the administration of the public schools, it may be observed that there is a note of protest on the part of city school systems against state domination.

Thus it is found that boards of education find some of the laws they are supposed to obey irksome and troublesome. This is more particularly manifested in cases where salary schedules and tenure regulations have been inflicted upon city school systems.

In order to insure greater uniformity in teacher compensation and to prevent the inequities likely to creep into salary schedules, standards have been prescribed by state law. At a time when school administrators are confronted with a reduced budget, some of these laws have caused embarrassment.

Teacher-tenure laws are combated in several states, not only by boards of education but by school superintendents as well. Some of these are believed to be too rigid and render almost impossible the removal of an incompetent teacher. In the states of Indiana and California a number of teacher-tenure cases have been contested in the courts.

L. W. Smith, superintendent of the Berkeley, California, schools recently said: "The tenure law has overreached itself. The worthy teacher ought to retain tenure, but the immoral, incompetent, or unprofessional teacher should be subject to dismissal without recourse to the courts unless prejudice or unfairness on the part of the dismissing board can be shown. It is now virtually impossible to dismiss those for whom there is no place in the educational system, because of their conduct.

"I think the principle can be readily maintained, that from the point of view of the employer, tenure is justifiable only so long as the interests of the children are properly served. All the movements we undertake for the benefit of teachers are justified from one point of view only, namely: that of the benefit of that movement upon the interests of the children.

"If tenure of position enables teachers to serve their pupils better, it is justified. Otherwise it has no justification. My own view is that tenure is thus justified. Unless the statute is modified to care for this situation, teacher tenure in California will be destroyed."

Another phase of objections has arisen in Wisconsin. President Waldemar C. Wehe, of the Milwaukee board of education, in discussing the married-teacher question, held that married women

whose husbands are able to provide for them continue to hold their positions and thus deprive needy single women from securing employment. After serving three years a teacher has a permanent tenure and cannot be removed except for cause after a hearing before the board, and thereafter has the right of appeal to the courts.

"We as a board, however, cannot obtain a change in the law unless citizens of Milwaukee elect men to the senate and assembly who will represent them in the legislature, and who will enact laws which will restore that authority to the school board and not enact laws sponsored by the teachers' association."

From the foregoing it becomes evident, without entering upon the merits or demerits of tenure laws, that there are those who believe that they must be modified. In the light of a changed economic situation it is not unlikely that changes will be insisted upon. These will not only be presented by the school administrator but by the professional worker as well.

Attitude of City Mayors to Boards of Education

THE chief executive of a municipality is necessarily concerned in the progress and efficiency of every department of the local government, including the school system. In some states he is an *ex officio* member of the board of education, and thus has a voice in school administrative affairs. But in most states he has not. In the larger cities there is a distinct separation between the municipal government and the government of the schools. Here the board of education enjoys a definite independence.

Where this separation obtains, it is usually found that the mayor and the city council determine upon the proportionate share of tax monies that shall go to the schools, leaving to the boards of education the authority to determine just how the expenditures shall be made. In brief, neither the mayor nor the city council can dictate to the board of education either policies affecting the schools or direct the expenditure of monies for educational purposes.

The encroachments engaged in by mayors and city councils in the field of school administration have been frequent and not without some embarrassing results. The city of Chicago affords an example. Here the city council subjected the nominees for the board of education to a cross-examination before ratifying their appointment. The mayor dictated a campaign against the superintendent of schools and sought to bring the government under his control. The outcome was distressing in the extreme.

In New York City, the mayors have for some years held to a "hands off the schools" policy, appointing high-class citizens on the board of education and refraining from interfering in any manner with the management of the schools. The result was that the progress of the schools proceeded in a calm, orderly, and efficient manner. There were no sudden upheavals, no disturbances, no scandals.

The attitude of Mayor La Guardia, the newly elected chief executive of New York City, in the choice of a successor to Supt. Wm. J. O'Shea, whose retirement was slated for February 1, threatened a departure from traditional policy and one which had worked well. He invited the members of the board of education into a conference in which he laid down his specifications as to the qualifications a superintendent of schools should possess.

The gesture either implied that the board of education had hitherto failed in securing the right kind of superintendent or that the mayor wanted a voice in the choice of a new man. He had no candidate to suggest but wanted to be assured that his conception of what a school superintendent ought to be, would be recognized.

Where the appointment of the members of a board of education lies within the powers of the chief executive there is primarily a check and control in the hands of that official. The prestige, character, and ability of the appointee must be a sufficient guarantee for efficient service that the chief executive can consistently exact.

Where the mayor of a municipality has the power to select the board of education, it would not only be presumptuous but unwise as well to dictate the policies that shall govern that body. Experience has demonstrated that the board of education least interfered with usually proves the most efficient.

A Guide for Selecting Arithmetic Texts

L. C. Stiegel, Principal, Springfield Rural High School, Ontario, Ohio

The orderly selection of textbooks requires careful consideration of a large number of points, all of which can hardly be kept in mind without a written or printed guide. It has been the experience of school administrators that a carefully prepared score card will direct the examiner's attention to many salient features (or their absence) of a book which would otherwise be forgotten or passed over. A score card will enable a superintendent to make objective not only his own judgment of a textbook, but also to compare the judgments of a teachers' committee which he may have at work.

The following score card will be found useful in judging arithmetic texts:

Score Card for Judging Arithmetic Texts	
I. Sociological Aspect	300 points
1. Command of fundamental process	150 points
a) Simple combinations	50
b) Column addition (3 columns 4 to 7 figures high)	40
c) Two figures multipliers	30
d) Long division (2 numbers in division)	30
2. Problems	125 points
a) Drill	20
b) Homemaking	14
c) Insurance	14
d) Purchase problems	14
e) Installments	14
f) Savings	14
g) Investments	14
h) Interest	14
i) Miscellaneous	7
3. Establishes group coöperation	25 points
a) School banking	5
b) Opportunities for group work	20
II. Individualistic Aspect	200 points
1. Provides for individual differences	70
2. Provides for developing habits of	60
a) Study	
b) Accuracy	
c) Neatness	
3. Teaching of thrift	70
a) Economy of buying	
b) Saving for the future	
c) Getting out of debt	
III. Psychological Aspect	200 points
1. Adaptation to experiences of pupils	50
2. Language adapted to comprehension of the child	50
3. Proper gradation of material	50
a) Difficulties appropriate to the needs and abilities of each grade	
b) Not too many steps of difficulty at a time	
c) All steps of difficulty included	
4. Development of fundamental processes	50
a) Amount of drill to fix processes	
b) Amount of drill on difficulty processes	
c) Test and drills arranged according to laws of learning	
IV. Pedagogical Aspect	200 points
1. Suggestion as to methods of presentation	60
a) Explanations in book	
b) Teacher's manual	
2. Diagnostic and self-help tests	60
a) Suggestions for tests to use at proper times	
3. Remedial and practice material	60
a) Availability of supplementary drill work	
b) Remedial content	
4. Omission of dead material	20
V. General Aspect	100 points
1. Mechanical	50
a) Binding	
b) Paper	
c) Type	
2. Appearance	50
a) Attractiveness	
b) Illustrations	
c) Size of page	

This score card is applicable equally to the criticism of a single book or of a series and is intended to cover the entire grades. Under the head of "command of fundamental processes," it is evident that if the card is applied to a text for the lower grades, more stress must be placed on the element of simple combinations and column addition. It is also evident that the subject of "interest" would not be taught.

The texts necessarily must be scored sub-

stantially by ranking, that is, first, second, and third under the various heads to be assigned an approximate score. An actual count of the problems is necessary for accurate work.

THE WORKBOOK A RECENT DEVELOPMENT

(Continued from Page 16)

1. The use of a workbook develops initiative and independence on the part of students, as it raises questions for which the student must find the answers in the material which he is attempting to assimilate. That is, it tends to inculcate proper habits of study. It represents a situation similar to what a student will find in his life outside of school.

2. It represents material in a definite sequence. Its content is much more definite and prescriptive than is the supplementary work given by an individual teacher. Its use makes it possible to require the same minimum amount of material from each student. It provides opportunity for the more able students to explore a given unit more extensively. In many of the workbooks, tests are outlined at definite periods and the teacher has a reliable check on the amount of material that a class should have covered at any definite period.

3. A workbook that has been outlined to accompany a particular text assures that the class which uses the workbook will secure the point of view and cover the essential materials which the author intended to be the outcome from his textbooks. A teacher that does not use a workbook may not even present the ideas which the author wished to emphasize in his particular textbook.

4. The use of a workbook reduces the labor of a teacher. It makes it possible for him to teach larger classes with less expenditure of energy. If it is necessary for him to develop his own supplementary and testing material, much time and effort may be wasted. In fields in which a large amount of drill is necessary, a workbook that contains supplementary exercises makes it possible to outline the supplementary drills that ought to follow the presentation of any principle.

Arguments Against the Workbook

The opponents of the workbook have not been as vocal in their denunciation as have the proponents of the idea in their commendation. There is undoubtedly a reason for this situation, which is implied in a later part of this discussion.

1. The use of a workbook, instead of developing initiative and independence on the part of pupils, tends to stultify originality and independence in thinking because of the limitation of references to one certain text. This is particularly true when the workbook is organized to accompany a particular textbook, which at present is apparently the most common practice. It fails to orient the student or give him an overview of the field which he is studying.

2. Its use tends to minimize individual differences, as all pupils are expected to answer the same questions, work the same problems, and perform the same exercises. Experience has showed by the use of pretests that many pupils have already mastered units that are required to be taught. An examination of workbooks shows that in their construction they frequently overlook the differences in the experiential background of pupils.

3. The testing material that is incorporated in the ordinary workbook is organized to fit a particular textbook rather than to determine the progress of pupils. It emphasizes the teaching of textbook material rather than development of children through their own experience. Its use tends to stress the memorization of facts rather than the elaboration of principles.

4. Inspectors and supervisors of schools, particularly in the secondary field, have found that teachers who have workbooks tend to follow them slavishly. They are handed out to pupils and there is little or no discussion of principles involved. Such a tendency does not seem to be limited to any particular locality, nor does it seem to have any close relationship to the amount of the training of the teacher. In other words, the teacher tends to abrogate his position to the workbook.

Necessity for Careful Investigation

A movement which has developed so much momentum as has the use of the workbook needs careful scrutiny and investigation to discover whether or not the objectives of the proponents of the idea are justifiable. In examining the literature in the field, only one report of a careful investigation could be found. Hurd

(Concluded on Page 46)



OAKLAND HOLDS BOOK EXHIBIT

A display of textbooks and supplementary works for school and college use was held at Oakland, California, during the week of January 22 to 27, 1934. That the exhibit was well attended may be seen from the above illustration. Not only teachers and parents but others interested in education were invited to examine the display.

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(Concluded from Page 44)

carried on an investigation¹ to test the value of the workbook in instruction. However, the results of this experiment cannot be accepted as a justification of the general use of the workbook from two points of view. In the first place, it was confined to only one subject, physics. The fact that a workbook might be a satisfactory aid in instruction in a subject of the science type, such as physics, where the data are definite and measurable, would throw little or no light as to the value of such an instrument in the fields of English or history. In the second place, Hurd speaks of the workbook as a work sheet or guide sheet, which is worked out by an instructor to meet the needs of a particular class and which is very different from a workbook that is outlined to follow a specific text or a general workbook which may be used with any type of textbook. His results indicate that a work sheet such as was used, if one judges gains made in a final test over a pretest, is of some value, but the gains made by the experimental group using the work sheets over the control group were scarcely great enough to be significant.

The schools of America seem to have widely accepted and adopted a technique without first testing to find whether or not it is a valid procedure. One may wonder why such a situation has developed. A plethora of workbooks is available for use in the upper elementary grades and in the high school. There are also workbooks designed to accompany even college texts. What has brought about such a situation? Have teachers demanded a tool that would require less effort on their part when called upon to teach larger classes? Have they been encouraged to adopt workbooks because the time-worn argument has been used, that other com-

munities have adopted workbooks and to be up to date a teacher must have one in his repertoire? Have authors been induced to prepare workbooks to accompany their textbooks because they have found that teachers are so inadequately trained that they have failed to secure maximum results from a textbook without having additional aid? Have the publishers, during the stress and strain of the present economic crisis, been encouraged to publish material which is rapidly consumed—a field which they had not previously entered?

The workbook is usually bound in a paper cover and is, therefore, rather inexpensive to publish if it can be sold in large quantities. It can be used only once. Consequently, this means a new market every year. One may wonder if the present movement to combine a textbook with a workbook may not have an ulterior motive. In a class, for example in geometry, where a textbook may be used for three or four years, the workbook could be used only once. Under ordinary conditions a high school that would have two hundred pupils in geometry would need to order not more than 225 books in three years; whereas, if there is the combination of the workbook and the textbook, it would mean a consumption of 600 books in this same period of time. If this new type of book costs only one third as much as the old, or if its educational value is approximately three times that of the older type of technique, such an organization of material might be justified. However, when we have no scientific evidence to prove that the use of a workbook has any greater value than the older type of technique, are the schools justified in adopting a procedure which is undoubtedly more costly?

In recent years schools have been under a sharp criticism because of excessive costs. Any one who has given this problem consideration appreciates that much of the criticism has been

¹Hurd, A. W., "The Workbook as an Instructional Aid," *School Review*, 39:608-16, October, 1931.

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wholly unjustifiable; but school administrators should not be guilty of introducing a procedure that requires a greater expenditure of public funds without at least having some scientific sanction for their action.

HOW THE ATTENDANCE DEPARTMENT
IS OPERATED AT FRESNO

A department of attendance and child welfare has been successfully operated at Fresno, Calif., under the direction of E. P. Stafford, director of attendance and child welfare.

During the school year 1932-33 the department faced a difficult problem due to the general economic condition, with its attendant broken homes, poverty, illness, and mental distress. The work of the department was greatly increased in the direction of preventing juvenile delinquency, correcting irregular attendance, and reducing absence to a minimum.

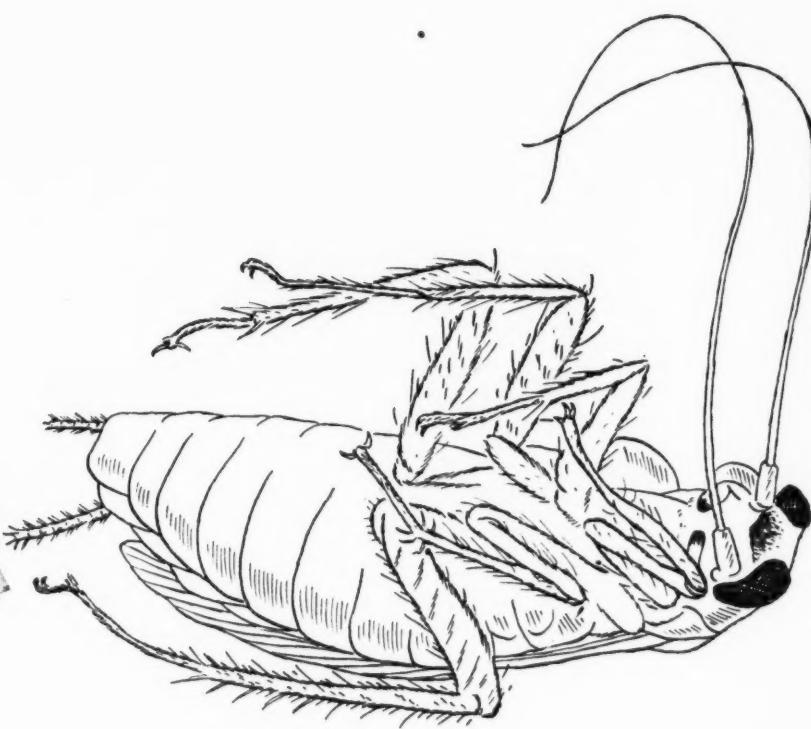
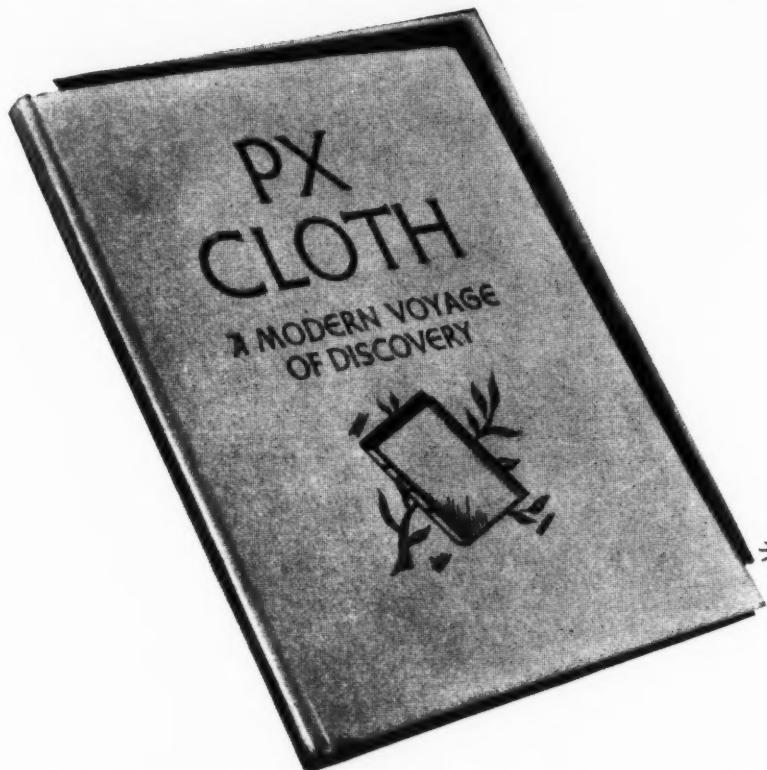
In an effort to combat prevalent conditions, where individual homes had met with adversity, law enforcement was tempered with judgment. Various agencies of the community, when appealed to, coöperated in an effort to remove hindrances to school attendance, enabling many children to remain in school. The department of health and physical education actively coöperated in an effort to maintain a high percentage of attendance.

During the year, a new plan of handling truancy and discipline problems in both elementary and secondary schools was devised, and its success has been gratifying. Boys and girls who had become problems were required to contact the office personally. They reported daily or weekly and presented a record of attendance or conduct from their schools covering each period of the school day. The probationary cases comprised 94 boys and 16 girls.

During the year, the department of attendance and child welfare made a total of 6,819 investigations, involving such matters as checking on the absence of pupils, the handling of disciplinary cases, the verifying of dates of birth, and checking on cases for the probation office.

• A recent study of the Research Division of the National Education Association indicates that boards of education are rapidly restoring salary schedules and eliminating the cuts which were necessary because of economic conditions. Among the larger cities which have made such restorations are Fresno, Calif.; New Haven and Waterbury, Conn.; Atlanta, Ga.; Missoula, Mont.; and Woonsocket, R. I., and a large number of small towns.

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The Function and Program of the Schools in Promoting Satisfactory Public Relations

Floyd T. Goodier, Springfield, Illinois

In thinking of how the school may promote satisfactory public relations, we should recognize at the outset that the influence of the school, like that of the individual, has two aspects, the conscious and the unconscious, that of definite propaganda, and that of the influence which grows out of its very life or existence. The two may or may not integrate. It was Emerson, wasn't it, who said, "What you are speaks so loud, I can't hear what you say?"

It is a good thing to have a public-relationship program in a school system understood by all the workers in the system. Such a program should seek to enlist all the talent in the school organization in the work of keeping the schools before the public in a favorable light and in creating good will toward the schools. But if such a program, seeking results through direct propaganda is to achieve anything at all permanent, it will be because it is reinforced by the vital touch of the school system itself upon the life of the community.

Principles Necessary for Satisfactory Public Relations

With these two factors in mind, I shall state a few principles which I believe are fundamental in this matter of promoting satisfactory public relations through a school program. You will notice that they deal primarily with the conduct of the school. It is the thought of this paper that, in the last analysis, what the school does is more important in shaping public opinion than what the school says.

1. The school must be maintained solely to render the best service in its power to the boys and girls of the community. This is not so simple as it sounds, especially in days of economic distress. For example, this means that teachers are to be selected on the basis of training and experience rather than that of residence or family. One hears frequently of teachers of unquestioned efficiency who have been "let out," to use a well-known phrase, merely to make places for local applicants. In school systems of recognized standing, janitors are chosen not because of past training for the work they will be required to do, but because they live in a certain ward, or are friends of certain board members. Even worse, some school employees owe their appointments to the fact that on election day they are prepared to deliver a certain number of votes for the local machine.

Politics, in the sense in which the term is generally used, has no place in the administration of a school system. Where it is prevalent in any considerable degree, the public knows the fact and to that extent loses faith in its schools. Most patrons at heart want a complete divorce of schools and politics. Political control, instead of promoting, tends to weaken satisfactory public relations.

2. My second point grows out of the first. All expenditures of school funds must be made in the light of all the needs of the school system. Making the budget is rightly considered one of the most important tasks of the entire school year and one upon which the board of education should seek the expert advice of the superintendent and his assistants. When funds are being allocated, at the same time educational policies are being determined, the community, at least the thinking part of the community, will be quick to detect a distribution of the taxpayers' money which is partial and unjust.

Some of you know, as I do, a community in Illinois which a few years ago, found it necessary to reduce all expenditures except those connected with football. Finally, to cap the climax, the board decided not to reemploy the superintendent of schools, a trained school executive, but to elect the athletic coach as superintendent in his place. According to the conclusions of trained students

of school finance, Chicago has found it necessary to reduce teachers' salaries to a much greater extent than the wages of its school janitors.

One school system after another has succumbed to the attack upon "fads and frills" and reduced expenditures for music, art, and physical education. At the very time this action has been taken, thinking people have been learning that leisure is steadily increasing and will undoubtedly continue to do so for some time, and that our boys and girls need a vocational training more than ever before. One can hardly argue that the facts in the case justify the budget procedure.

3. The school system must never forget that it is "public," that is, maintained by the state, supported by compulsory taxation, under the direction of a board of local citizens. This statement is so patent, so evident to everyone, that it may appear unnecessary to mention it. In spite of that possible objection, I do want to mention it and emphasize it.

It is easy for school administrators to forget this, or at least to act as if they had forgotten it. Some of the educational literature may easily be misunderstood or misinterpreted on this point. Just the other evening I heard President Hutchins make a fervid plea for recognizing public-school education as a profession. He insisted that it is the business of trained school people to determine school policies and school programs. He decried the practice of laymen presuming to tell school officials where to cut budgets, and how to conduct economical schools. I am sure we all agree with this contention of President Hutchins. But woe betide that school executive who thinks this means that he is to become an educational dictator in his community, tell the board of education what is going to be done, and ignore the public.

Maintaining a Variety of Contacts

The people of the community do pay the bills and the school people are their employees. Every school should welcome the opportunity to make as many contacts as possible. Patrons should be made welcome in classrooms and, if necessary, should have special invitations from time to time. School records should be open for inspection. In short, the schools should be so conducted that there is nothing to conceal.

Many school systems have found parent-teacher associations of inestimable value in this matter of publicity. A group of interested patrons, meeting from month to month to study school questions, listening to talks by teachers and principals, observing pupils at their regular work — such a group does much to silence unjust criticism and to support the administration in times of crisis.

Teaching Staff Must Observe Accepted Standards

4. In promoting satisfactory public relations it is very important that members of the teaching force — teachers, supervisors, principals, superintendent — observe and practice accepted professional standards.

Public opinion is fickle at its best. No one can predict the course it will pursue, or the data upon which it will be formed. It is fairly certain, however, that any lack of harmony on the part of the school people themselves will influence it adversely. Lack of support for principal or superintendent by subordinates, adverse criticism of one teacher by another, questionable remarks, trivial gossip, may do more to tear down the foundations of desirable public relationships than months of carefully planned propaganda can build up.

In no aspect of the entire school relationship is this more true than that of teachers and pupils. Every teacher, by virtue of her position, gleans much information about the pupils in her room and the homes from which they come. Unwittingly boys and girls reveal many facts about their homes and their parents which the teacher should regard as strictly confidential. It is an unwritten law that the physician does not repeat the con-

fidences of his patients; likewise a teacher who recognized the standards of her profession should never repeat, to those not authorized to receive it, information she has in regard to her pupils and their homes. Parents should feel absolutely safe in conferring with principal and teacher, and exchanging confidences regarding children, knowing that later neither they nor the children will be embarrassed as a result of these conferences.

It is not necessary to multiply illustrations. Only as school people show due respect to their own calling by exhibiting right attitudes toward each other, being above jealousy, rivalry, and pettiness, and treating their pupils and their patrons with courtesy and cordiality can they do their part in promoting satisfactory public relations.

Dissiminating Accurate Information

5. As a fifth point, I suggest that all members of the teaching force should feel responsibility for helping to disseminate accurate, pertinent information regarding the schools — local, and to a certain extent, state and national. The need for such service was never greater than at present.

First, we need to counteract the unreasonable stories that are frequently repeated about school affairs. Some of these rumors are entirely false; others contain just enough truth to be doubly dangerous. No one knows just how these tales originate but we all know they may accomplish much harm.

In the second place, those of us who are thinking in the field of public education most of the time forget that the general public hardly recognizes our vocabulary, our "pedagogy," to say nothing of understanding the content of our terms. If you have tried to "sit in" at a conference of electrical engineers, for example, you can appreciate a little of the perplexity of the average parent in attempting to follow a technical discussion of modern education.

In the past, too much has been expected of the superintendent of schools in keeping the community informed on school matters. Instead of bearing the burden alone, it seems to me, it is the function of the superintendent to formulate plans for contacting the community which will use, directly or indirectly, all the talent in the system. This means, first of all, that the teaching force must have the facts to use. Through teachers' meetings, bulletins, and conferences desirable data may be brought to the attention of the teachers. Material from the state department of education and the state teachers' association provide information dealing with the state. School magazines contain excellent articles on current problems.

Two departures in the Chicago Heights school system this year may interest you. Early in the year each teacher was asked to write a short message suitable to send to the parents with the report cards. These messages were assembled, typed, numbered, and submitted to a committee from our board of education. The committee selected those they considered the best and each month one will be mimeographed and a copy inclosed in each report-card envelope.

Also we have asked our teachers this year to carry on a systematic calling schedule to the homes of their pupils. All too often a home call by the teacher has meant that the child was doing unsatisfactory work or was in disciplinary trouble. We hope to overcome that tradition. We want our teachers to tell the parents good things about the children, to acquaint them with our program and our policies, to invite them to visit the school, to share our problems with them, and indirectly to cultivate a public-school morale which will be a genuine community asset in these troublesome days. Is it too much to expect that a program of this kind might serve as a preventive to some of the ruthless, drastic curtailments that have been made to education in some quarters?

To a large extent the efficiency of a public-school system is contingent upon public support. That support should be based, not upon mere confidence in the board of education or school officials, but rather upon an intelligent appreciation of the meaning of education in a democracy, the place of the schools in general education, the observance of certain general school standards, the conditions under which local schools are administered, accurate data regarding local buildings, teachers, tax levies, bonds, budgets, etc.

¹Paper read at Conference on the School and Its Public Relations, Northwestern University, Evanston, Ill., November 11, 1933.

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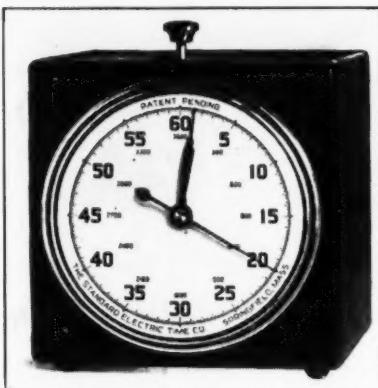
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Book News

Financing Public Educational Institutions in France

By Fletcher H. Swift. Paper, 196 pages. Price, \$1.75. University of California, Berkeley, California.

This is one of a series of European studies, prepared by the leading American authority on the financing of education. The work makes clear the vast differences in the background and the fundamental principles of French education, a country in which the burden of financing primary education is borne almost entirely by the national government and in which there is practically a total lack of local initiative and self-determination. While the author is too cautious to express himself, it is very clear that there is a very decided absence of democracy in the French scheme, but that it results in a very much evener distribution of funds and in a rather safer and certain income during periods of economic disturbance. French elementary education is monotonously uniform and low in cost, and secondary and higher education seems to lack the equalitarian features of our high schools and colleges; but the French do provide a minimum standard of service that must be admired. French teachers cannot indulge in such luxuries as automobiles and long summer journeys, but they can live the year round in a style which is suited to their class. Nor are they subject to the whims of the local communes in the matter of salaries, appointments, etc. The national ministry has complete control over instruction and scrutinizes local budgets in advance; it issues orders on a variety of administrative matters—all of which would be most galling to American school boards and superintendents. The study describes numerous practices that are of interest and that will enable American administrators to judge more clearly our laws and policies, and especially the proposals for the needed reconstruction of education.

Modern School Administration

Edited by John C. Almack. Cloth, 392 pages. Price, \$2.50. Houghton Mifflin Company, Boston, Mass.

This book consists of eleven articles, written by a list of eminent educators, dealing with every important phase of modern school administration. A twelfth article presents a biographical sketch of Ellwood P.

Cubberley. This somewhat remarkable symposium on school administration, as exemplified in a modern day, constitutes a tribute to Dr. Cubberley as one who became a great authority in the field of school administration and whose contributions on the subject have been accepted as being both thorough and in advance of his day. The introduction is written by William John Cooper, former United States Commissioner of Education, in which he says that "Professor Cubberley exemplifies the abilities of a first-class organizer and successful executive."

The first article deals with "The Superintendent and the Board of Education," written by Dr. George D. Strayer. He brings out the historical aspects of the subject, the evolution through which the scope and function of the administrative features become to some extent clarified and fixed. In a series of proposals he sets forth the contacts and relationships, which ought to obtain if a school system is to be efficiently governed.

He stresses the fact that the selection of the chief executive officer is the most important task intrusted to a board of education, that such executive officer should have the initiative in matters purely professional, and that in the formulation of building plans the coöperation of the professional factors should be invited.

Dr. Strayer devotes some space to an analysis of the standing committees. He demonstrates that committee reports are more frequently ignored than heeded, and urges the consideration of all questions in open board meetings.

The subject of school finance and business management is discussed by Prof. Ward G. Reeder; personnel administration by Dr. William G. Carr; school properties and construction by Professors Andrew P. Hill, and Charles W. Burch; the job of the principal by Supt. Worth McClure, of Seattle, and curriculum construction by Prof. John K. Norton.

There follows a chapter on supervision of instruction by Prof. George C. Kyte; another on the school survey movement by Dr. Jesse B. Sears. Interpreting the schools to the public engages the attention of Joy Elmer Morgan, while Dr. Frank P. Graves analyzes the subject of state and county school administration. Education as a profession is treated by Dr. Marvin S. Darsie.

The book covers the range of school administration with reasonable completeness and in the light of recent research and accepted practice and theory. Each of the contributors introduces his subject at much greater length than seems necessary and in so doing

rather overemphasizes its importance. Democracy as a predominant quality of school administration is barely touched upon, and it is to be feared that most of the writers are not keen for it, except under conditions which would place the ultimate control of all situations quite securely in the hands of the professional educators.

Health Education in an American City

By Louise Franklin Bache. Cloth, 116 pages. Price, \$2. Doubleday, Doran & Company, Inc., Garden City, N. Y.

This book does not limit itself to the discussion of the more narrow aspects of health instruction in elementary and secondary schools, but is a well-arranged account of a city-wide first-year program of health improvement, conducted by the department of health of the city of Syracuse, N. Y. Dr. George C. Ruhland, commissioner of health for Syracuse, holds that the function of a health department is not the prevention of disease so much as it is the active promotion of health as a civic, social, and personal means of improving the well-being of a community. A proper program involves the organization of a careful plan, in which every possible agency is expected to share in the activity and responsibility. The schools have a distinct place in such a program, but they are only one of many factors.

The story told in this book is a strong argument for centralizing health efforts in a city department of health. The tendency in recent years has been for the schools to withdraw themselves from participation in health-department efforts on the theory that the education of children is better promoted by an independent health set-up. The attitude is rather based on the convenience of controlling funds and directing a personnel of health officers, school nurses, and other persons who come into contact with the schools in an instructional or supervisory capacity. The larger values of a general health program in which the schools take their proper place under the guidance of a health department are overlooked by most schoolmen, possibly because the health departments in many cities lack the vision to undertake what has been done so successfully in Syracuse.

The present book is one which may well be studied by school authorities who see only the narrow advantages of the schools at the expense of the greater interests of the entire community.

(Continued on Page 52)

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(Continued from Page 50)

Instructional Tests in French

By John G. Fowlkes and Charles E. Young. Paper, 120 pages. Price, 68 cents. Houghton Mifflin Company, Boston, Mass.

These tests for first-year college include vocabulary, idioms, verbs, grammar, and pronunciation. They fulfill the requirements of the professional organizations in the modern language field and have been developed in connection with the best available courses of study and modern textbooks.

The Alpha Individual Arithmetics

By the Supervisory Staff of the Summit Country Day School, Cincinnati, Ohio. Paper, 192 pages, illustrated. Book Seven, Part II, 48 cents. Ginn and Company, Boston, Mass.

The *Alpha* series of arithmetics has been compiled in accordance with the recommendations of the National Committee on Mathematical Requirements. Book Seven, Part II, begins with the planning of a trip around the world, thus providing a practical motive for the use of mathematics. In addition to a vast amount of practical arithmetic, a considerable amount of elementary geometry and algebra is presented.

Amateur Writing

By Davida McCaslin. Cloth, 355 pages. \$2. Ray Long and Richard R. Smith, Inc., New York City.

A group of amateur writers discuss the causes of their failures. The author "cuts in" with very good professional advice. Her purpose throughout is to prove that common sense is the most efficient teacher of composition. A description, for example, fails to arouse in the reader the emotions of the writer, because the latter has attempted to describe his emotions when he should have been concerned with reproducing the scene which caused these emotions.

The outstanding feature of this useful book is the abundance of examples quoted, discussed, improved, and discussed again. The book will really help one to learn to write.

Our only destructive criticism of *Amateur Writing* is that, like most modern writers, the author doesn't realize that some readers, in striving to keep certain things out of their lives, are anxious also to keep them out of their thoughts. Hence, the impropriety of including among the examples studied an exposition of psychiatry and a description of a visit to a roadhouse.

Your Home and Family

By Mildred Graves and Marjorie M. Ott. Cloth, 374 pages, illustrated. \$1.40. Little, Brown and Company, Boston, Mass.

Your Home and Family is intended as a textbook for the home-economics class of the junior high school. It considers many phases of modern family life, with particular reference to the place of the junior-high-school girl in the family's scheme of living. The girl is taught how to take care of her health, to select her clothing, plan social functions, care for babies and young children, plan and cook meals, care for the sick, etc. And all this is well done.

The first two units, contrasting modern family life with that of the Colonial period, tend to distract the student from the main purpose of the book, and their reference to the size of family units is unnecessary. The inclusion of "The Children's Charter" in the introductory pages is likewise not appropriate in a book for young students.

Our Past in Western Europe

By Daniel C. Knowlton and Mary A. Wheeler. Cloth, 346 pages, illustrated. American Book Company, New York City.

This book presents clearly, and in an interesting manner, a series of pictures of European civilization from the fall of Rome to the exploration of America. It is the second volume in a four-book history course for the elementary grades. Vivid descriptions reinforced with quotations from sources and pictures bring to life the Roman Empire, Charlemagne, the Germans, the Northmen, the Magna Carta, etc. This is a good textbook.

Our Little Friends of the Arabian Desert

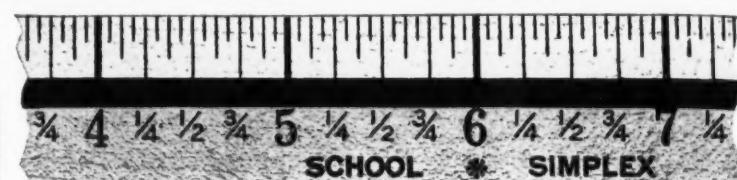
By Frances Carpenter. Cloth, 232 pages. American Book Company, New York, Chicago.

A book comprising one of a series of home-life readers, intended for supplementary use in the elementary schools. The series aims to give a sympathetic understanding of the peoples of other countries to children in the lower grades. The stories deal with the daily life of the people and stress is laid upon the influence of environment as affecting manners, customs, and activities. The present volume is the story of a boy and girl who go on a year's journey through the desert.

Grammar in Miniature

By Fred G. Fox, Ph.D. Paper, 58 pages. 20 cents. The Bruce Publishing Company, Milwaukee, Wis.

Grammar in Miniature is just the kind of booklet teachers, high-school pupils, and not a few business men have been looking for. It summarizes with clear and adequate explanation all the essentials of modern English grammar. The booklet is intended primarily for the review course in grammar in the senior high



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Picturesque Word Origins

Cloth, 140 pages. Price, \$1.50. G. & C. Merriam Company, Springfield, Mass.

The publishers of *Webster's Dictionary* have for many years prepared interesting stories on the etymology of words used in everyday life. In the present book the life stories of several hundred words are recounted in brief paragraphs and telling pictures. As the author of the book well says, our words contain glimpses of the history of humanity, many of them curious, surprising, and significant. Teachers will find in the book a great deal of information which they can use to enliven English classes.

Our Continental Neighbors

By Albert P. Brigham and Charles T. McFarlane. Cloth, octavo, 390 pages, illustrated. American Book Company, New York City.

This Book Three (for sixth grade) of the new four-book series, *Our World and Ourselves*, treats all the continents except North America. In Book Two the pupil has become familiar with North America with emphasis upon conditions of climate, resources, and topography that influence living conditions. *Our Continental Neighbors* extends this treatment giving special consideration to countries which have most influence on our own life.

The story of world geography is here made very interesting. The teaching helps such as questions on the text and on the maps are not merely routine exercises; they are worded so as to interest the pupil and to stimulate thought. There are both physical and political maps for the continents and combined physical and political maps for the smaller divisions. There are numerous pictures with captions that have a definite teaching value.

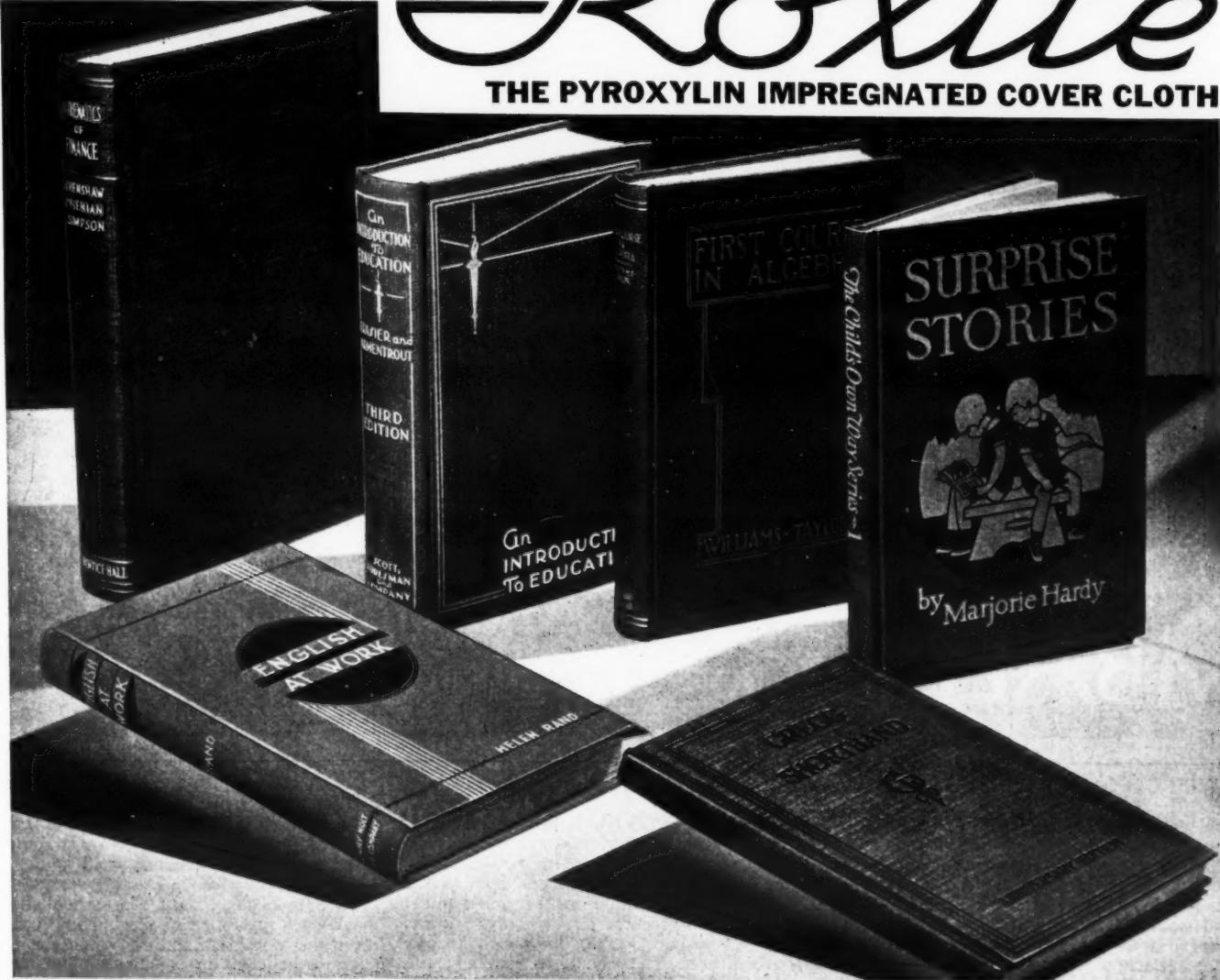
A Student's Guide to American History

By Wm. A. Hamm and Madeleine K. Durfee. Paper, 156 pages. 48 cents. D. C. Heath and Company, Boston, Mass.

Here is a well-planned workbook based upon Hamm, Bourne, and Benton's text. The modern teacher and student needs such a guide. It provides suitable outlines, questions with space for answers, references to several textbooks, bibliographies of general references and source material, outline maps, and reviews.

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ECONOMIES EFFECTED IN EVANSVILLE, INDIANA

During the school year 1932-33 the board of education of Evansville, Ind., was faced with an increase in the amount of delinquent taxes, with a decrease in the assessed property valuation, and with a decreased school-tax rate. It was decided that certain economies were necessary and essential. As a result of a careful study of school expenditures, the following economies were effected during the school year:

1. The policy of combining schools was ordered continued, placing one principal in charge of the supervision of two buildings in place of one.

2. Great care was given to the handling of equipment and books, and a more economical use was made of all supplies.

3. The size of classes was increased so as to reduce per-pupil costs.

4. The annual salaries of school employees were cut from 19 to 45 per cent.

5. Library books for the high schools and supplementary texts for the elementary schools were dispensed with during a period of three years.

6. Telephones were removed from all school buildings.

7. Visiting teachers and psychiatric social workers were eliminated.

8. All maintenance and repairwork was curtailed.

9. The use of school buildings for community purposes was practically eliminated in many school districts.

10. A large saving in electrical consumption was effected through constant vigilance on the part of principals, teachers, and other school employees.

11. No expenditure of money for capital investment was made during a three-year period.

12. All open-window rooms were ordered eliminated.

The great decrease in revenue during the year 1933 made it necessary to reduce the school year from 10 to 9 months, thereby effecting a saving of approximately 10 per cent in the school budget. Other economies were made in the school budget, particularly in the maintenance department. Even with these economies in operation, the school budget for 1933-34 will show a deficit of about \$51,000.

NEW MERGER PLAN ADOPTED AT DECATUR, ALABAMA

The cities of Albany and Decatur were merged into the city of Decatur, Alabama, eight years ago. Previous to that time each city had maintained its own junior and senior high school. Following the consolidation of

the cities, the plan was continued due to local sentiment.

A new plan of organization is being tried for the first time this year. Under the direction of Mr. W. W. Benson, superintendent of schools, the two junior high schools have been consolidated in one building, and the two senior high schools in another building. The change has produced excellent results, with a substantial saving in operating expenses, improved discipline, and more school pride. The school officials are gratified to learn that the public and the school patrons have become reconciled to the change, after having been opposed to the consolidated plan for a number of years.

BUILDING NEWS

♦ A survey of school buildings and the development of a school-building program in Allegany County and Cumberland, Maryland, has been recently undertaken by the Division of Field Studies, of Teachers College, Columbia University. The survey, which is being conducted under the direction of Dr. George D. Strayer and Dr. N. L. Engelhardt, is being made at the request of the county board of education and the county superintendent of schools, Mr. Charles L. Kopp.

The Division has also undertaken a survey of the schools of Yonkers, N. Y. The survey, which was authorized by the board of education, will be comprehensive in scope, and the results will be available some time during the next summer. Funds for financing the survey have been provided by the city board of estimate.

♦ Richmond, Va. A C.W.A. repair program has been put into operation. The program calls for the painting of school buildings and the building of a stadium for the Jefferson High School, at a cost of approximately \$140,000.

♦ A new elementary-and-high-school was recently dedicated at Greenport, N. Y. The school contains a gymnasium, an auditorium, a cafeteria, a shop, a library, and home-economics department and a number of laboratories.

♦ New York, N. Y. An investigation of janitors' compensation has been begun by Supt. Harold G. Campbell, for the purpose of reducing allowances and for determining how much profiteering has been going on in the school system. Superintendent Campbell has prepared a questionnaire, asking each custodian to report on the number of helpers employed, the wages paid, and the amount which the custodian retains for himself. Under the indirect system of custodial compensation followed in practically all of the schools,

the chief custodian receives an annual budget, based on the floor space of the building.

♦ Walterboro, S. C. The school board has completed plans for a four-room and basement addition to the high school. A new field house, completed last June, has been put to use this year.

♦ Springfield, Mass. The school board has considered a suggestion of the building committee, calling for the placing of authority for the maintenance of school buildings in the hands of a business manager. At present, the maintenance of school buildings is in charge of the department of public buildings. Under the present system there have been disclosed some unsatisfactory conditions which call for remedial treatment. According to Frank J. Downey, of the department, the conditions may be attributed to a shortage of funds, which has made it impossible to replace worn-out equipment, or to make adequate repairs to the buildings.

♦ The board of education of Fort Worth, Tex., has received \$4,198,300 for a school-building program, to be carried on under PWA auspices.

♦ Woodruff, S. C. Plans have been made for the construction of a grammar school under CWA auspices. The building will contain eight classrooms and a gymnasium-auditorium and will be completed at a cost of \$30,000.

♦ Longview, Tex. A six-room grade school is in process of completion. The structure is one of a number erected as a part of a definite school-building program, over a period of two or three years.

♦ Hot Springs, S. Dak. The school board has made plans for a school-repair project, under CWA auspices. It provides for the remodeling of a grade school, to provide better facilities, to extend the normal life of the building, to offer greater usefulness, and to improve its general appearance.

♦ Montgomery, Ala. The school board has begun work on the final major item in the current school-building program. The present project, which is the construction of an addition to the Tactical School at Maxfield Field, brings the total construction cost to \$1,161,816, making a grand total of \$3,629,599 for projects carried out during the past four years.

♦ Oklahoma City, Okla. The city school plant has been expanded to the extent of nearly \$500,000, with the aid of federal public works funds. The program calls for nine construction projects. The largest expenditure will be made in remodeling a school for Negro pupils, at a cost of \$200,000.



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School Board News

PENNSYLVANIA SCHOOL-BOARD ASSOCIATION MEETS AT HARRISBURG

Abolition of sweatshops, school financing, and income taxes were the subjects discussed at the thirty-ninth annual meeting of the Pennsylvania School-Board Association, held at Harrisburg, February 7 and 8. Mrs. Ida E. Wallace, Swissvale, presided.

Mrs. Gifford Pinchott, who spoke on "Abolition of Sweatshops," declared that the NRA had added to the school burden, without making any provision for carrying the added load. She charged that the legislature had refused to back up the NRA with laws providing minimum hours of work and minimum wages for women and children. Mrs. Pinchott commented on the matter of equalizing the tax burden and cited the fact that many thousands of real estate owners in the state are unable to pay their taxes. She suggested that the Supreme Court be asked to decide whether a graduated income tax in the state is unconstitutional.

Following the report of the treasurer and the appointment of committees, the school-board members listened to an address by E. E. Rabb, Jr., of Boston, who explained conditions under the NRA regarding the purchase of school supplies.

John Phillips, of the Federation of Labor, speaking on "How Can Labor Help the Schools?" pointed out that the present system of public education is the outgrowth of such demand on the part of the wage-earner. Congressman J. Buell Snyder, in his talk on "Some Needed Adjustments in the Nation's Educational Policy," said that more money must be spent on education to avoid spending more for penal institutions.

Formation of committees to carry on child-health work was advocated by Dr. Alexander Flickinger, of Philadelphia, speaking on "Pennsylvania's Malnourished Children."

Dr. Ben Graham, Superintendent of schools of Pittsburgh, in his talk, declared there is a widespread demand for retrenchment in economy and greater efficiency in government. He held that in following the leadership of educators who appreciate the difficulties involved, it would be possible to capitalize upon the present emergency to effect genuine improvements.

The convention listened to the report of President Wallace. An interesting talk on "The Five Lamps of Education" was delivered by the Rev. Dr. Henry H. Crane, of Scranton. The session closed with an address on "The Private Life of a Public Servant," by Dr. Samuel Grafflin, White Plains, New York, and one on "A School Program Demanded by the Economic Situation," by Dr. George D. Strayer, of Columbia University.

At the business session, the following officers were elected: President, F. C. E. Mihlhouse, Pottstown; Mrs. Helen K. Thompson, Greenville, was elected vice-president; and Miss Mary E. Robbins, Sunbury, was elected secretary.

MINNESOTA SCHOOL-BOARD ASSOCIATION MEETS IN MINNEAPOLIS

Educational problems of the state, and measures of remedying them, were discussed at the thirteenth annual meeting of the Minnesota School-Board Association, which was held February 7, 8, and 9, in the Nicollet Hotel, Minneapolis. Mr. N. B. Hanson, of Barnesville, presided at the sessions.

Dr. Fred Engelhardt, of the University of Minnesota, who spoke at the first general session on the subject, "Some Fundamental Problems Facing Minnesota Schools," said that the bulk of financial support for the schools should come from the state. He recommended a state-wide teachers' salary schedule, equalized in terms of the local cost of living, and suggested that bonded indebtedness, except in the large cities, should be taken over by the state in reorganization. Among other things, he said that the president and vice-president should be officers of the board, the treasurer should be the city or county treasurer, and the secretary should be the clerk of the superintendent of schools. Other speakers included Mayor Bainbridge of Minneapolis, Floyd B. Moe of Virginia, Dr. E. E. Novak of New Prague, Dean W. C. Coffey of University Farm, Mrs. Agnes Pyne, St. Paul, Harry H. Peterson and John E. Palmer.

Two sectional meetings, rural and high school, were held on the afternoon of February 8. Addresses were given by W. E. Englund of Ely, Harry H. Peterson, G. H. Sanberg of Rochester, and W. I. Nolan of Minneapolis.

At the closing day's session, Mr. E. M. Phillips, Commissioner of Education, St. Paul, and Mr. George Wallace, St. Paul, were the speakers. Reports of committees and election of officers completed the day's work.

NEBRASKA SCHOOL BOARDS MEET AT HASTINGS

New taxation problems, trends in school curricula, and problems in educational administration were some of the topics touched upon by the Nebraska School-Board Association, at its annual meeting held on January 23 and 24, at Hastings. President J. B. Kline, of Hastings, was in charge of the meeting.

The meeting opened with an address by E. L. Brown, of Chester, who talked on "The Six-Year High School." He explained the organization of the school and told of its advantages.

Supt. O. L. Webb, of David City, who followed, took for his subject, "Trends in Curricula," showing the tendency of schools to follow the practice of eliminating the newer subjects as money-saving devices, and stressed the dangers of the practice.

Dean F. E. Henzlik, of the University of Nebraska, in his talk, emphasized that boards of education have an important place and certain fundamental obligations and duties in the administration of the public schools. He held that the schools should be maintained and operated for the school children and that they should not be promoted for the selfish interests of adults.

"Taxation Problems" were discussed by W. A. Robbins, a member of the school board of Lincoln. He took up the problem of tax deficiency and methods of remedying it, and suggested types of taxation outside of the property tax.

Talks were given by Dr. J. B. Edmonson, of the University of Michigan, and by E. J. Overing, of Red Cloud. W. R. Pate, of Peru, who followed, talked on "Safeguarding the Nation Through Education."

At the business session, Mr. W. A. Robbins, a member of the school board of Lincoln, was elected president; J. A. Christenson, of Harvard, was elected vice-president; and E. J. Overing, of Red Cloud, was named secretary.

SCHOOL BOARDS MEET AT OTTUMWA, IOWA

The problems of tax legislation were the chief item of business discussed by the Southeastern Iowa School-Board Association, which held its regular annual meeting on January 22, in the Ottumwa High School, Ottumwa, Iowa.

A number of speakers attacked recent actions of the legislature in failing to listen to school representatives. Supt. H. Ostergaard, of Bloomfield, read a paper on "State Responsibility for Education." Mr. Ostergaard held that the bills before the legislature

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limiting property taxes are crude. The interim committee's proposed tax measure places a levy on cities to help the country areas and places school districts last, in order to receive an allotment of the replacement tax. He painted a picture of despair for Iowa schools, declaring \$40 a month is the general standard of rural teachers' wages, and the quality of rural teaching is deteriorating rapidly.

Federal aid for school-building construction and repair was discussed from the national standpoint.

At the business meeting, Mr. C. D. Evans, member of the school board at Ottumwa, was elected president, and Mr. A. E. Atchison, of Washington, was made secretary.

Fairport was chosen as the next meeting place.

PENNSYLVANIA SCHOOL-BOARD SECRETARIES HOLD MEETING

A more equitable system of taxation, increased state and federal aid, and a revision of school financing were the main topics of discussion at the twenty-first annual convention of the Pennsylvania School-Board Secretaries, held February 6, at Harrisburg.

Dr. Homer P. Rainey, of Bucknell University, speaking on "The Fundamental Causes of the Crisis in Financing of Public Education," said the only hope of providing sufficient money to continue the upkeep of the schools is the establishment of a new system of taxation. He declared that the present crisis in education is not due primarily to the economic depression through which the country has been passing, but that the causes are more fundamental. Dr. Rainey explained the rapid growth of high-school enrollments, inequality of taxation, and failure to provide financially for increased costs due to the increased enrollment in school, were the reasons for difficulties in school financing today. He said we have needed for years a complete revision of our whole system of financial support and administrative organization.

Following a brief song service, Mr. G. A. Mincey, of Mechanicsburg, spoke on "The Financial Side of School Administration." Dr. James N. Rule, State Superintendent of Public Instruction, in his talk, called attention to the \$5,000,000 reduction in appropriations for the current biennium, and explained that it will amount to a 20 per cent reduction. The shock of the reduction will be tempered for the poorer school districts by allocations from the emergency special aid fund of \$5,000,000.

Dr. George D. Strayer, of Columbia University, in his talk, said that education will soon start at three

years, instead of five or six years of age. He forecast also a reorganization of the curriculum. At the afternoon session, Dr. Strayer spoke on "State and Federal Support for Public Schools," stressing that so long as we depend primarily upon the local property tax for the support of education, just that long will there be individual communities that cannot raise sufficient money to maintain their schools.

The convention closed with the reports of committees and the election and installation of officers.

SOUTH AFRICAN EDUCATION CONFERENCE

The South African Education Conference of the New Education Fellowship will be held July 2 to 13, at Cape Town, and July 16 to 27, at Johannesburg. The theme of the meeting will be "The Adaptation of Education to the Changing Needs of Society." The speakers will include prominent educators from Europe and North America.

BOARDS OF EDUCATION

♦ Seattle, Wash. The school board, by unanimous vote, has ordered a partial restoration of salaries and wages to be made to all employees of the school district. The action will restore to educational salaries for the balance of the fiscal year, approximately one half of the amounts by which they were reduced below last year. The upward adjustment of compensation at this time is in line with the general movement toward recovery. The board has retained all modern features of the school program in full.

♦ One result of reduced expenditures for educational purposes is that thousands of children are using textbooks which have become not only unsightly but also insanitary. This fact was reported recently at a conference on better hygiene in handling books used in common in schools, held at the call of Commissioner George F. Zook, of the U. S. Office of Education. The need of immediate attention to this problem was suggested to the commissioner by a group of prominent women.

The useful life of an elementary-school textbook is approximately three years. Due, however, to lack of funds, this usage has been extended considerably. Often these books have pages missing and not a few are out-of-date.

The Federal Office of Education has been asked to prepare a circular dealing with the supply and handling of textbooks for use by school administrators and others interested in the schools.

♦ Breckenridge, Tex. The board of education has received a report on a survey of school lighting, conducted with the cooperation of the division of extension, and the Bureau of Child Health and Nutrition of the University of Texas. Illuminometer readings were taken in all the schools, which resulted in a number of important findings. The survey made clear that too little attention has been given to proper lighting conditions in the classrooms.

♦ Salem, Mass. The high-school student body has won a victory in protest of a longer school day. The board of education has voted to rescind a former decision to place the high-school on a seven-period day. The student body signed a petition opposing the lengthened day and threatened to strike if the order were carried out.

♦ Jefferson, Ohio. The school board has voted to extend the school term to the full nine months. Earlier in the year it had been decided to shorten the term in the face of a shortage of funds.

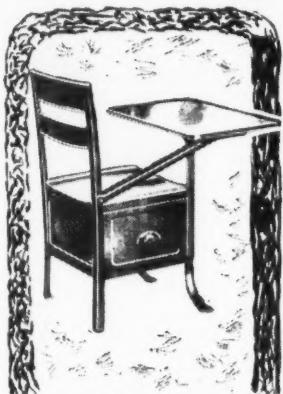
♦ Omaha, Nebr. A committee of the whole has been appointed by the board of education, to replace the former standing committees on finance and properties, teachers, and course of study. A committee on claims will be maintained, to be appointed from time to time by the president.

♦ Toledo, Ohio. Mrs. Ruby Crampton, city welfare director and a member of the school board, has sent letters to the members of the board, recommending that all meetings be open to the public. She suggested that meetings of the regular board, as well as committees, be public, and that they be held in the school-administration building.

♦ Oklahoma City, Okla. The board of education has brought suit in the District Court against the city government to obtain \$1,000,000 or more in possible oil bonuses and royalties. The royalties were obtained as oil revenues from the Riverside Park site, part of the original quarter-section grant made to the city in trust for the schools by an Act of Congress in 1894.

♦ Washington, D. C. The school board has approved plans for the complete centralization of the school lunches for undernourished and needy school children. The work will be carried on under the direction of the district government and all meals will be prepared in a central kitchen, in charge of a dietary expert.

♦ The Second Court of Special Appeals of Texas has rendered a decision upholding the Fort Worth board of education in its program of compulsory vaccination. The decision dismisses the injunction asked for by antivaccinationists.



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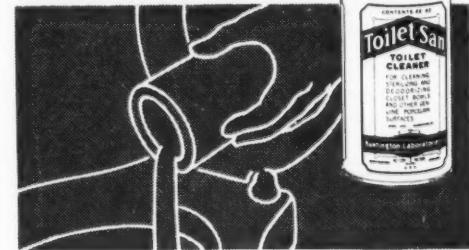
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School Law

Schools and School Districts

A graded school district's obligation to pay for its bonds was held not released by absorption of it by the county school district, the obligation of the county district becoming primary, while that of the graded school district becomes secondary (Ky. statutes, § 4475a-1). — *Owsley County Board of Education v. Owsley County Fiscal Court*, 64 Southwestern reporter (2d), 179, 251 Ky. 165.

The taxing power of governing authorities of a graded school district lapsed when the graded school district was absorbed by the county school district under a statute providing that the county board of education should assume all liabilities (Ky. statutes, § 4475a-1). — *Owsley County Board of Education v. Owsley County Fiscal Court*, 64 Southwestern reporter (2d), 179, 251 Ky. 165.

School-District Property

A school district authorized to sue and be sued may employ an attorney, if necessary for the protection of public interests committed to it (Kan. revised statutes of 1923, §§ 72-302, 72-401, 72-406, 72-1004). — *Wagner v. School Dist. No. 58 of Graham County*, 26 Pacific reporter (2d) 588, 138 Kan. 428.

A compromise by the board of education with a contractor who disputed the board's claim for liquidated damages for delay in constructing a schoolhouse, on the ground that the extension of time was unjustifiably refused and that part of the delay was due to the board's agents was held valid, regardless of the board's motives (Calif. statutes of 1911, p. 1647, art. 23, § 187 et seq.). — *Hamilton v. Oakland School Dist. of Alameda County*, 26 Pacific reporter (2d) 296, Calif.

A board of education possessed power to compromise claims against it (Calif. statutes of 1911, p. 1647, art. 23, § 187 et seq.). — *Hamilton v. Oakland School Dist. of Alameda County*, 26 Pacific reporter (2d) 296, Calif.

Where contractors agreed to a brick-veneer school building, and the building was destroyed by fire before the veneering was completed, the county having the ownership of the building, control over the construction, and carrying insurance thereon was held liable for the cost of extra work to replace the veneer-

ing. — *Helms & Willis v. Unicoi County*, 64 Southwestern reporter (2d) 200, Tenn.

School-District Taxation

Each item in the school district's budget constitutes an appropriation for a definite and specific object or purpose, and the amount appropriated for one object cannot be used for another, except that the excess appropriation for one item may be transferred to make up a deficiency in another (Mont. laws of 1931, c. 146, §§ 14, 15). — *State ex rel. McHose v. District Court of Fourteenth Judicial Dist. in and for Golden Valley County*, 26 Pacific reporter (2d), 345, Mont.

Funds held by the county treasurer, which have been apportioned to the school district, but which have not been turned over thereto, could not be considered, in estimating the needs of the school district, as funds on hand. — *Protest of St. Louis-San Francisco Ry. Co.*, 26 Pacific reporter (2d) 212, Okla.

The amount reserved for the purpose of paying premiums on insurance policies which the school district had not obligated itself to pay could not be deducted from the funds on hand at the close of the fiscal year, in estimating the needs for the next year. — *Protest of St. Louis-San Francisco Ry. Co.*, 26 Pacific reporter (2d) 212, Okla.

The balance in the school district's sinking fund over and above all of the possible needs of that fund may, but need not, be transferred by a resolution of the school board to the general funds, and in the absence of such a transfer, the excise board cannot consider the surplus for the purpose of reducing the ad valorem tax rates. — *Protest of St. Louis-San Francisco Ry. Co.*, 26 Pacific reporter (2d) 212, Okla.

Suit to recover taxes allegedly paid under a mistake did not lie against the county to recover special school taxes where the county had no possession or control of such tax funds (Ala. code of 1923, §§ 3144, 3145, and § 3146, as amended by the laws of 1931, p. 811; Ala. school code of 1927, §§ 259, 287, 289, 295). — *First Nat. Bank v. Jackson County*, 150 Southern reporter, 690, Ala.

Teachers

The vice-principal of the San Francisco elementary schools, appointed to a position in 1921, did not acquire a permanent tenure so as to prevent her dismissal, except for cause, since under the existing laws the principal could not acquire tenure, and the vice-principal performed the duties of assistant principal, having the same rights as principal (Calif. pol. code,

§ 5, and 1793, subd. 1). — *Klein v. Board of Education of City and County of San Francisco*, 27 Pacific reporter (2d) 88, Calif. App.

The county board of education cannot reject nominations made by the county superintendent of schools for principals, assistant principals, and teachers for county consolidated and high schools, except for lack of moral and educational qualifications, as to which board has discretion in determining fitness (Ky. statutes of 1930, §§ 4399a-7, 4399a-11). — *Stith v. Powell*, 64 Southwestern reporter (2d) 491, 251 Ky. 155.

An order requiring the county board of education to elect a principal and teachers nominated by the county superintendent of schools was held proper, where the nominees were morally and educationally qualified for positions (Ky. statutes of 1930, §§ 4399a-7, 4399a-11). — *Stith v. Powell*, 64 Southwestern reporter (2d) 491, 251 Ky. 155.

The election of a school principal by the county board of education after the county superintendent of schools notified the board at its meeting that he withdrew the nomination was held void, though the information of withdrawal was received by the board not in accordance with parliamentary rules (Ky. statutes of 1930, §§ 4399a-7, 4399a-11). — *Stith v. Powell*, 64 Southwestern reporter (2d) 491, 251, Ky. 155.

The dismissal at the close of the school year of an expert art teacher, who traveled from school to school teaching pupils and classroom teachers, pursuant to an arrangement to have art taught by departmental teachers under a supervisor, was held within the powers of the school directors. — *Davis v. Berkeley School Dist. of Alameda County*, 27 Pacific reporter (2d), 111, Calif. App.

The dismissal of part-time assistant and associate kindergarten directors at the close of the school year and the employment of directors only was held within the statutes authorizing a decrease in the number of employees on account of the discontinuance of a "particular kind of service" (Calif. school code, § 5.710). — *Fuller v. Berkeley School Dist. of Alameda County*, 27 Pacific reporter (2d) 109, Calif. App.

A school board's failure to file and hear charges against the school superintendent did not constitute fraud or bad faith entitling the discharged superintendent to damages, even if the board used bad judgment or acted unreasonably in terminating the employment contract. — *School City of Crawfordsville v. Montgomery*, 187 Northeastern reporter 57, Ind. App.

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School Finance and Taxation

TAX REFORM IN MINNESOTA

Educators who are concerning themselves with the subject of taxation in support of the public schools will be interested in the studies engaged in by the State of Minnesota. Tax reform is here in progress and had its beginning in bringing to the surface the obstacles that confront the situation.

These obstacles are manifold. In summarizing them, Supt. G. V. Kinney, of Red Wing, says that a poor grade of legislators and the trading practiced by them constitutes a distinct obstacle to tax reforms. There are those, too, men of wealth and influence who oppose every measure designed toward an equitable system of taxation.

The average man unconsciously becomes a serious obstacle either because of a proverbial indifference or because he is swayed by misleading propaganda. The inauguration of a system of taxation that is fair and equitable would be possible and practical except for selfish propaganda and the ignorance of the masses. It is held that the system of taxation which obtains in Minnesota at present lacks adequacy and equity.

In proposing desirable reforms it is primarily urged that a low rate of property tax be applied to both rural and urban property. A distinction should be made for tax revenues required for operation and maintenance and those applied to capital outlay. The latter should in every instance be subject to approval by popular vote.

New Sources of Tax Yield

An income tax is proposed which shall observe the rule of uniformity. No occupational or financial exemptions, except for dependents, shall obtain. The higher incomes shall be subject to higher rates.

A general retail sales tax, observing three classifications, is proposed. One applies to foodstuffs, clothing, fuel, medicine, and the necessities of life. The second deals with furniture, building material, and machinery. The third concerns itself with the luxuries and non-essentials.

The imposition of an inheritance tax, more particularly as applied to the more substantial estates, is considered necessary. Since most states exact an inheritance tax, the subject is not likely to come under

further discussion. In brief, it is generally conceded that there cannot be any valid objection to this tax.

THE NEW JERSEY SURVEY

The governor of the State of New Jersey has made public the recommendations made by the School Survey Commission, which recently made a survey of the state's school system. The Commission, in its report, urged the immediate repeal of the state property tax for schools and the introduction of a foundation educational program assured by eliminating present inequalities and injustices in the distribution of state funds to local school districts.

The Commission urged drastic legislative action to relieve the overburdened property owner and to avoid a general breakdown of the public-school system. The report cited the paradoxical anomaly in New Jersey today, where examples of the finest school opportunities in the county as well as extremely poor schools are found within the borders of the state.

In addition to advocating the immediate repeal of the state property tax, the Commission urged: (1) the introduction of a simplified state support program; (2) the introduction of a foundation educational program to give equal educational opportunities to all children of the state; (3) a more equitable distribution of state aid to education; (4) the raising of \$18,000,000 from taxes other than the property tax for the support of the public schools; (5) the guarantee by the state of \$13 per elementary-school pupil, and \$22 per high-school student; (6) allowing of the full share of state taxes to local school districts and the elimination of penalties for tax delinquencies; and (7) the complete reorganization of public-school finance.

The Commission outlined nine definite means through which savings of \$13,350,000 may be effected by the schools, without sacrificing any of the standards of education. Among these are the elimination of rules requiring the acceptance of 5-year-old children, increases in class sizes, better utilization of buildings, more careful planning of buildings to increase utilization and reduce depreciation, and decreases in the number of janitor-engineer employees.

FINANCE

♦ Clinton, Mass. The school board has adopted a budget of \$126,420 for the school year 1934. The budget shows an increase of \$6,311 over the estimate of 1933, which is intended to cover the restoration of the 10 per cent reduction in salary ordered in February of last year.

♦ Holyoke, Mass. The school board has set its 1934 budget at \$642,000, which is \$8,000 less than the estimate for 1933.

♦ Milton, Mass. The school board has received reports from the special committee and the superintendent of schools, showing that a critical situation exists, due to the financial situation and a serious housing problem. The housing situation, which has become acute during the past year, calls for immediate relief. The financial situation has been attributed to the decrease of school appropriations and the increase in school enrollment.

♦ Andover, Mass. The school board has prepared a tentative budget for 1934, calling for an appropriation of \$150,000, as compared to \$138,708 for the year 1933.

♦ Westfield, Mass. The school board has proposed an increase in the 1934 school budget over the estimate of \$302,000 for the year 1933. The increase is for the restoration of the 10 per cent pay cut of employees and teachers.

♦ Lynn, Mass. The school board has adopted a budget of \$626,567 for the school year 1934, which is \$80,000 above the estimate of 1933.

♦ Springfield, Mass. Supt. J. E. Granrud has issued a report, in which he shows that the expenditures for the public schools must be increased during 1934, due to an increase in the enrollment. The study showed that the enrollment of the schools has reached 27,466, whereas in 1927 the total was 24,809.

♦ Hot Springs, S. Dak. The school district went on a cash basis in January, 1934, when the last outstanding warrant was paid. The schools had not been off the warrant basis since 1924, when the high-school building burned.

♦ Chicago, Ill. The local citizens committee, in a recent report on city and school budgetmaking, has given warning that the schools face a deficit of nearly \$17,000,000 during the new fiscal year. The deficit is attributed to reductions in property assessments and calls for a program of absorption during the next few years. The report suggested a school levy that would be \$5,700,000 more than the 1932 levy. The report praised the school board's retrenchment policy and declared that the deficit would be much worse if the economy program had not been adopted. It is anticipated that further retrenchments will be necessary in 1934.

♦ A \$70,000,000 school financing program for the schools of Ohio was recently submitted to the Ohio state advisory taxation commission in Columbus, by

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a special subcommittee, headed by Senator D. J. Gunsett. As outlined by the senator, the plan calls for a subsidy of \$39,140,000 from state funds, to be distributed to all districts on the basis of \$27 for each elementary pupil, and \$40.50 for each high-school pupil. To finance the remainder of the program, the senator has proposed a compulsory levy of 3.25 mills, within the 10-mill limitation, instead of the present school levy of 4.85 mills. Based on a state tax duplicate of \$8,500,000, he estimated that this would raise approximately \$28,000,000 by local real estate taxes.

♦ Canyon, Tex. The public schools have met all of their obligations during the depression. A careful system of business procedure was adopted more than a decade ago, which enabled the board to meet all its payroll promptly, and to pay all bills for supplies and other materials when due.

♦ Longview, Tex. The public schools have met the crisis very well up to the present time. They have been able to meet all of their financial obligations. At times, it was necessary to borrow money, but the banks were willing to make a loan when needed to meet the payroll.

♦ Tacoma, Wash. C. G. Caddey, secretary of the school board, has presented a report, showing that the school district will have approximately \$379,000 in warrants outstanding after the next warrant call, compared to \$389,000 a year ago. The improved financial situation has been attributed to the more rapid payment of taxes.

♦ Houston, Tex. The 1934 budget of the school board calls for an appropriation of \$4,300,000. A saving of \$100,000 has been made from the 1933 budget.

♦ The Washington State Bureau of Municipal Corporations has issued a report, showing that property owners of the State allowed their school taxes to fall \$19,302,644 in arrears during the past seven years. It was asserted that the schools would be able to pay off their unpaid school warrants if the taxpayers would pay the taxes owing to the school districts.

Figures compiled to July 1, 1933, showed the schools owed the teachers and other creditors \$9,756,812 in warrants, many of which were sold at discounts as high as 15 or 20 per cent. The school districts of the state have \$27,639,662 worth of outstanding bonds against their buildings and grounds, bringing the school debt to a total of \$37,396,474.

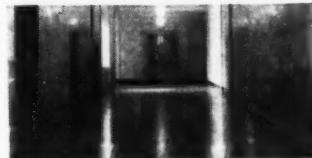
♦ Bellingham, Wash. The financial situation of the school district has improved so that the schools expect to go on a cash basis shortly. The report indicated that the school district's net warrant debt of



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53,000, which had existed since last July, had been practically paid off during the first six months of the fiscal school year. The district's net warrant debt at the beginning of the year was \$19,153, and these warrants will be called in very shortly. The school board has authorized the treasurer to invest the \$20,000 now held in the building fund in district warrants, the money to be used in the remodeling of the Whatcom High School.

♦ Centralia, Wash. School District No. 9 will receive approximately \$18,900 as a result of a decision given by the court in the Lewis County school case. Under the decision, the current school fund of Lewis County will be raised from \$32,100, as previously fixed by the county commissioners, to \$74,744. It appears that the county school fund has been reduced by the legislature from \$112,000 to \$74,000, and the board of county commissioners then undertook to make a further reduction. The school district brought suit to obtain the full amount of the school fund and won its case.

♦ Fort Worth, Tex. The board of education has taken steps for the sale of \$3,000,000 in bonds, voted last November as the basis of a \$4,198,000 loan and grant from the PWA.

♦ The Indiana Town and City Superintendents' Association, at its recent meeting in Indianapolis, discussed a program of economy and retrenchment in the operation of the public schools. Reports on economy in insurance on school properties were submitted by W. J. Yount, of Bedford, and selected references on economy in the school program were distributed by D. L. Simon, of Griffith.

♦ Williamstown, Mass. The school board has adopted a budget of \$73,000 for the year 1934. An additional appropriation of \$5,000 has also been asked for maintaining the school plant.

♦ Natick, Mass. The school board has adopted a budget of \$219,000 for the 1934 school year, which is an increase of \$12,000 over the year 1933.

♦ Auburn, Mass. The school board has adopted a budget of \$190,000 for the school year 1934. The new budget is \$7,000 less than the amount for 1924.

♦ Malden, Mass. The school board has appropriated \$730,716 for school purposes during the 1934 school year.

♦ West Hartford, Conn. In adopting its annual budget of \$422,108, the school board effected a substantial reduction through the elimination of 22 school employees, including 16 teachers. The reduction of the school staff was effected without impairing the effi-

ciency of the schools.

♦ Newburyport, Mass. The school board has asked the city council for an appropriation of \$175,000 for the school year 1934, which is an increase of \$7,000 over the 1933 school year.

♦ Mr. Joseph H. Saunders, member of the Virginia State Board of Education, has declared that the governor's recommendations calling for an increase of \$2,000,000 in the biennial appropriations for educational purposes in the state will not furnish sufficient funds to carry out the entire program. The state board has, however, determined to support the program, which will give the state school system \$1,000,000 more than was previously recommended under the original plan.

♦ Buffalo, N. Y. The school board has adopted a budget of \$10,360,859 for the school year 1934, which is \$22,098 below the estimate for 1933.

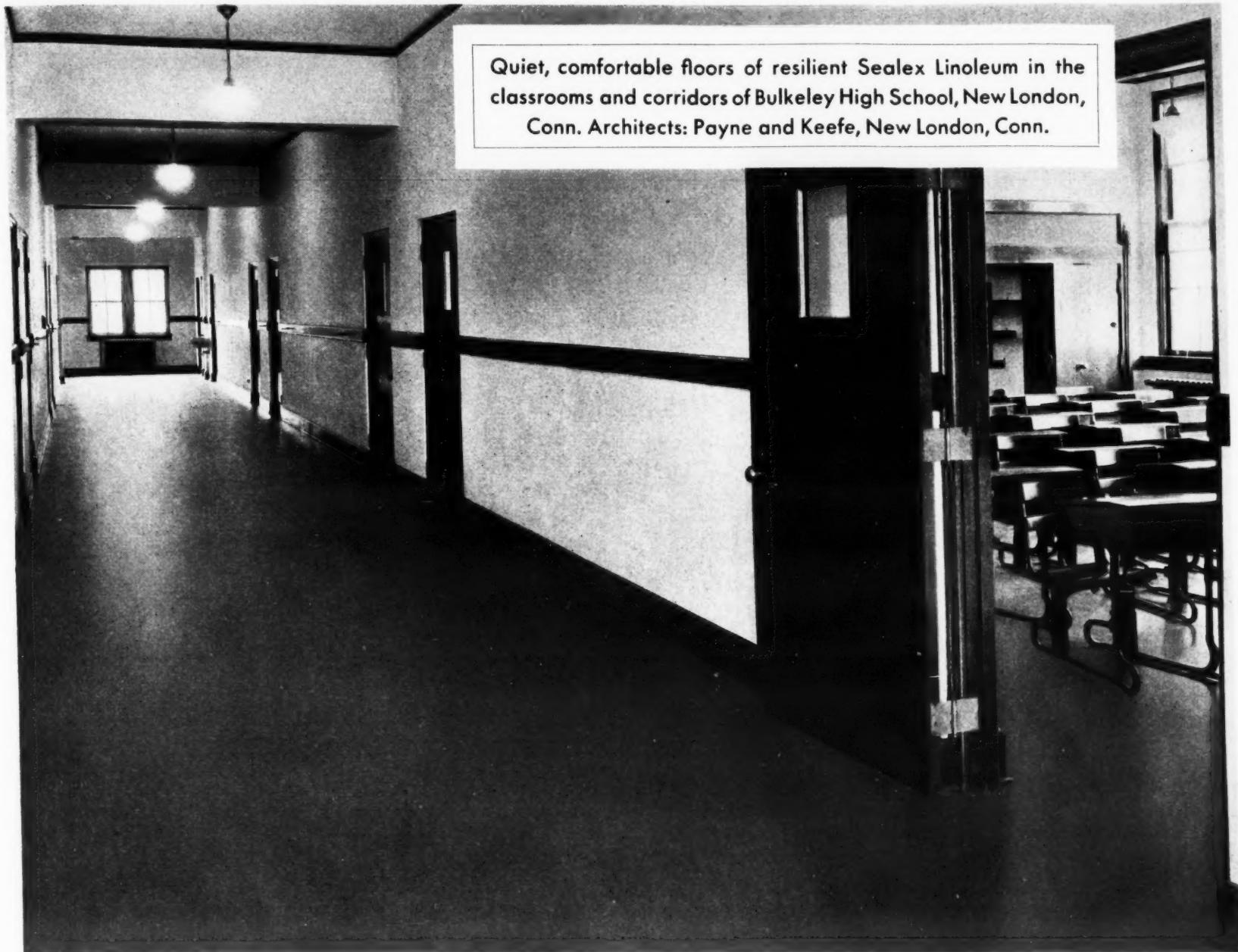
♦ Lynn, Mass. The school board has adopted a budget of \$1,493,168 for the school year 1934, which is an increase of \$26,548 due to the purchase of materials for CWA work.

♦ Wethersfield, Conn. The school board has adopted a budget of \$126,955 for the school year 1934.

♦ Nashua, N. H. The school board has adopted a budget of \$359,002 for the school year 1934, which is an increase of \$28,000 over the estimate for the year 1933. The increase is represented by a higher appropriation for teachers' salaries to take care of teachers who have completed their probationary year and are eligible for the minimum salary of \$1,600 a year.

♦ Quincy, Mass. The 1934 budget of the board of education calls for an appropriation of \$1,195,845, which represents an increase of \$31,844 over the estimate for 1933. The budget provides for pay increases for 200 teachers.

♦ The United States Office of Education has been designated as responsible for an advisory service to school officials and others in the several states in connection with the Emergency Educational Program recently authorized by the Federal Emergency Relief Administration under the following heads: (1) rural elementary schools; (2) classes for adult illiterates; (3) vocational education; (4) vocational rehabilitation; (5) general adult education; and (6) nursery schools. It is the purpose to encourage the initiation and establishment of classes, particularly classes for adult students. The suggested program calls for a wide variety of offerings in general information subjects, home making, commercial subjects, technical subjects, music, recreation, and shop practice.



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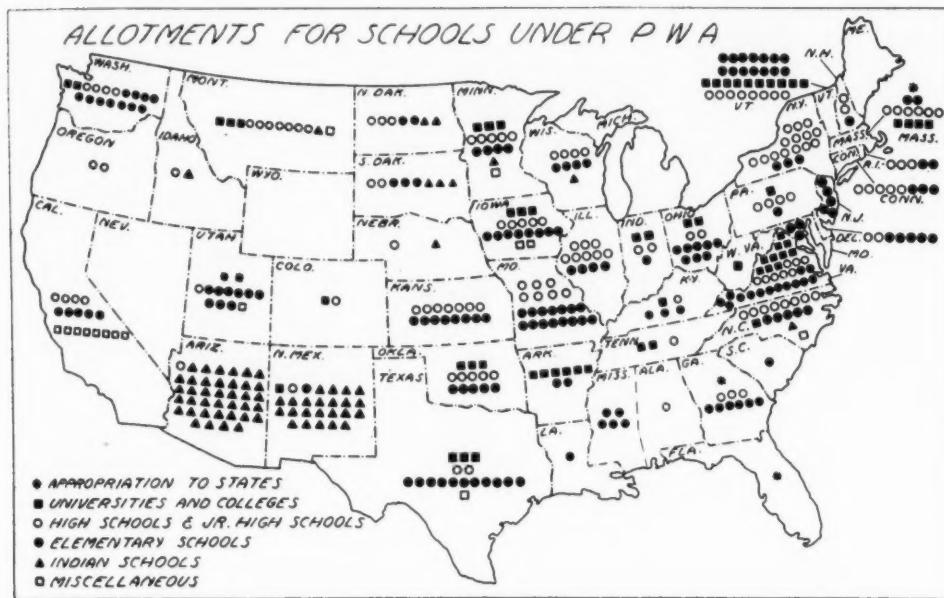
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THE FINAL DISTRIBUTION OF ALLOTMENTS FOR SCHOOL CONSTRUCTION PURPOSES
UNDER THE PUBLIC WORKS ADMINISTRATION

The tabulation is complete to February 28, 1934, when the funds had been expended.

Ninety-Six Million Dollars for School Buildings

Allotments made by the Federal Emergency Administration through the several Boards of Public Works amount to \$72,410,936, and will involve the erection of school buildings at a total cost of \$96,199,999. The accompanying chart shows the ap-

portionment of Mansfield, Ohio, is one school district which has been fortunate in this respect. Mr. G. A. Davis, who retired in January as president of the board, and Mr. D. F. Shafer, chairman of the finance committee, have been largely responsible for maintaining the present excellent condition of the school finance.

In December, 1933, when the retiring school board turned over its work to the incoming board, there was submitted a financial report, showing a cash balance of more than \$100. All bills had been paid, no single bond had been defaulted, refunded, or postponed, and no creditor had been compelled to await a day for money due him. All of this had been accomplished in spite of the fact that the tax duplicate of the school district had shrunk from 75 million to 43 million dollars.

The excellent financial situation had been brought about by careful management, the elimination of waste, the increase of the teaching load, and a 15 per cent decrease in the salaries of school employees. Added to this, the operating costs had been reduced from \$597,000 in 1930-31 to \$434,800 in 1933-34.

During Mr. Davis's term as president, the school system was completely reorganized, and the purchase of supplies was brought under one central purchasing department. All money is paid out at the direction of the treasurer.

As a matter of policy, the school board has left the professional aspects of the work to Supt. W. W. Ankenbrand and his assistants, limiting itself to the strictly managerial duties. The work of the board has been largely that of the conduct of the business affairs, in which it has sought at all times to administer the financial affairs wisely, to keep within the budget, and to avoid unnecessary expenditures.

Although Mr. Davis and Mr. Shafer have borne the large part of the financial burden, their work has been lightened by the hearty co-operation of their fellow members, to the end that there has been a balanced budget at all times, with a cash balance in the treasury.

Mr. H. W. Arlin has been elected to succeed Mr. Davis as president of the board of education; Dr. John S. Slattery as vice-president, and Dr. John H. Bristor as clerk. The new members of the board, in addition to Mr. Arlin and Dr. Slattery, include Mr. Alvin H. Fankhauser. The holdover members are Mr. D. F. Shafer and Mrs. Helen K. Bacon.

SCHOOL-BOND SALES

During the month of January, 1934, school-bond sales for capital outlay were reported in the amount of \$30,160,708. Bonds issued for refunding purposes, short-term notes, and miscellaneous bonds in anticipation of revenue, amounted to \$32,312,608.

SCHOOL-BUILDING CONSTRUCTION

In 37 states east of the Rockies, Dodge reported 981 educational building projects undertaken during January, 1934. The total contracts amounted to \$19,569,000, and 1,141,800 sq. ft. of building area.

In the 11 states west of the Rocky Mountains a total of 191 school-building projects, involving \$14,-

947,208, were reported. However, only two contracts, amounting to \$68,000, were let.

FINANCIAL SITUATION LOOKING UP AT TAYLOR, TEXAS

The board of education of Taylor, Texas, began the year 1934 with a surplus in the treasury sufficient to cover the payrolls of the schools for the first four months of the year. This excellent financial condition was made possible by active work on tax collections and by utmost economy and thrift in the administration of the schools.

Under the direction of Supt. R. H. Brister, the school authorities have reduced waste in every form and have obtained the full co-operation of the local community in continuing the schools at the highest possible level of efficiency. In previous years, a number of members of the faculty were dropped and salary cuts were made. The schools are planning to restore teaching positions in September and to increase the salaries of the teachers as the depression lifts.

In discussing the situation, Supt. R. H. Brister recently wrote: "We feel that part of our success in meeting the depression has been a good, strong program of publicity. I am convinced that the saying is true that the people will support education in the measure that they understand its needs and objectives. We have been, indeed, shortsighted in not taking the entire public into our full confidence in our struggles during the past years. We cannot fail if we carry our needs to the homes of the children. Our parents have had instilled into them that the best is none too good for their children. If we fail, it is because we haven't made our case understood. Our greatest bulwark against the selfish interests that are jeopardizing the educational interests are the parents of our children and they will not fail to assert themselves if they fully understand the conditions."

ADMINISTRATION

The administrative department of the Sioux City, Iowa, public schools, at the beginning of each semester, makes a preliminary spelling survey in each grade from the third to the sixth, inclusive. The purpose of the survey is to afford a basis of thinking in planning the spelling work for the semester. In January, a final semester test was given, at which time spelling lists and records were placed on file in the office. Teachers were given instructions on giving and scoring the test.

On February 2, another spelling survey was conducted. All class record sheets were returned to the superintendent's office for filing.

SCHOOL LAW

The new school code, formulated by the Kentucky Educational Commission is expected to be promptly passed by the state legislature at its regular session.

The school district of Seattle, Wash., cannot be held for injuries received by CWA workers in the schools, according to an opinion recently given by R. M. Burgunder, prosecuting attorney. It was held that, where the school board had nothing to do with the hiring of the men, or the furnishing of tools, the liability rests with the Federal Government, and not with the schools.

Attorney General B. H. Miller, of Montana, has ruled that there is no law to compel school trustees to furnish transportation to students. The state law provides that the school trustees may supply such transportation.

Attorney General William Ochsner, of Wessington Springs, S. Dak., has ruled that, where a teacher's contract names no particular school in the district in which she is to teach, the school board may assign her to any other school, if the conditions demand it.

El Paso, Tex. A committee of the city teachers' association has presented a suggestion to the school board, urging that teachers who have given continuous satisfaction be re-employed without application and for more than one year. Forty years was suggested as the maximum age limit for employing new teachers. A probationary period of three years was suggested.

The grade schools of Wyoming County W. Va., are conducting a continuous program of objective testing. The tests cover the entire range of the curriculum offerings and are intended to provide a basis for remedial teaching and for proceeding to new subject matter. The tests are in practically all instances prepared by the teachers themselves and the office of the county superintendent, under the direction of Assistant Superintendent Virgil H. Stewart, acts as clearing house for the criticism and selection of tests, the distribution of accepted tests, and general supervision of the program.

Longview, Tex. During the past summer, the public schools adopted a policy through which it attempted to tie up the community and the schools closer. A number of surveys were made for the purpose of obtaining helpful information, through which the school program could be sold to the pupils and the patrons better than in former years. An attempt was made to reduce the failures in school with considerable success. Some work was also introduced for part-time students, with vocational work in all commercial branches.

FEDERAL FINANCING OF SCHOOL PROJECTS UNDER PWA			
Applications Through State Advisory Boards		Allotments of Funds by PWA	
State	No. of Projects	Amount	Grants
Ala.	74	\$ 2,843,750	185,000
Ariz.	7	174,000	14,000
Ark.	20	2,708,196	2,195,408
Calif.	244	31,908,595	82,670
Colo.	10	2,188,000	754,000
Conn.	17	2,786,578	239,300
Del.	34	4,706,340	805,000
D. C.	7	2,459,323	2,459,323
Fla.	27	805,000	75,000
Ga.	91	8,000,493	1,100
Ia.	9	705,000	41,500
Ill.	37	9,125,745	1,342,245
Ind.	8	1,517,100	196,700
Iowa	43	2,689,451	450,200
Kans.	26	1,391,884	14,100
Ky.	59	3,687,043	5,600
La.	14	305,647	5,000
Md.	2	207,748	1,000
Mass.	53	3,108,520	284,000
Mass.	43	11,846,100	96,000
Mich.	30	8,217,000	1,228,600
Minn.	24	2,417,674	342,200
Miss.	26	875,701	78,148
Mo.	81	3,719,886	510,500
Mont.	34	4,702,394	12,000
N. H.	37	2,411,278	1,700
N. J.	6	1,162,000	332,500
N. M.	76	6,755,000	839,000
N. Y.	58	34,129,751	25,200
N. C.	80	2,662,916	20,000
N. D.	23	1,557,150	14,500
Neb.	13	1,770,000	10,000
N. Okla.	61	2,273,151	157,500
N. S.	18	1,680,924	3,000
Penn.	21	3,534,658	12,000
R. I.	15	2,290,000
S. C.	13	2,980,440	2,700
S. Dak.	15	1,140,387	12,500
Tenn.	57	5,573,153	14,000
Texas	213	19,240,000	14,500
Utah	96	5,239,580	3,535,920
Vt.	7	224,191	6,400
Va.	95	7,266,634	355,700
W. Va.	58	3,561,750	444,300
W. Va.	3	400,000	400,000
Wis.	52	9,151,449	24,000
Wyo.	3	115,000	90,000
Indian Schools	92	3,613,000
Terra.	26	575,915	30,774
Total	2,166	\$23,343,740	\$5,452,899
			\$72,410,936
			1,024,356
			\$96,199,999

FEDERAL FINANCING OF SCHOOL PROJECTS UNDER P. W. A. DISTRIBUTION BY STATES

The applications amounted to far more than the final funds allotted, but the total construction made possible shows a very gratifying addition to the school needs of the various states.

appropriations made to the several states for state purposes and to local school districts for the erection of various types of school and college buildings. The Indian schools are buildings which will be under federal control.

A SCHOOL BOARD WHICH HAS BEEN SOLVENT

In these days of economic crisis, when school boards are feeling the lack of school funds, and are suffering from shortened school terms and restricted curricula, it is heartening to read the financial report of a school board which has been able to weather the depression without having been "in the red," which has not made a day's cut in the length of its school year, nor curtailed in any way the educational opportunity of its school children.

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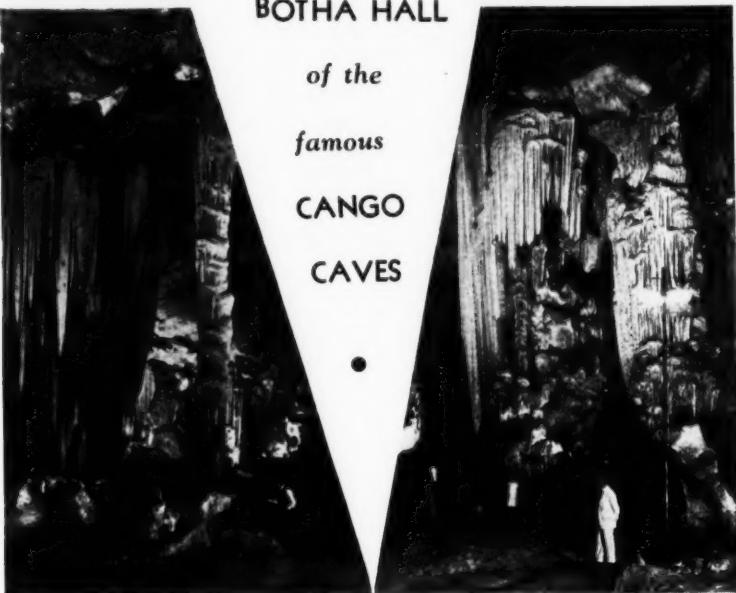
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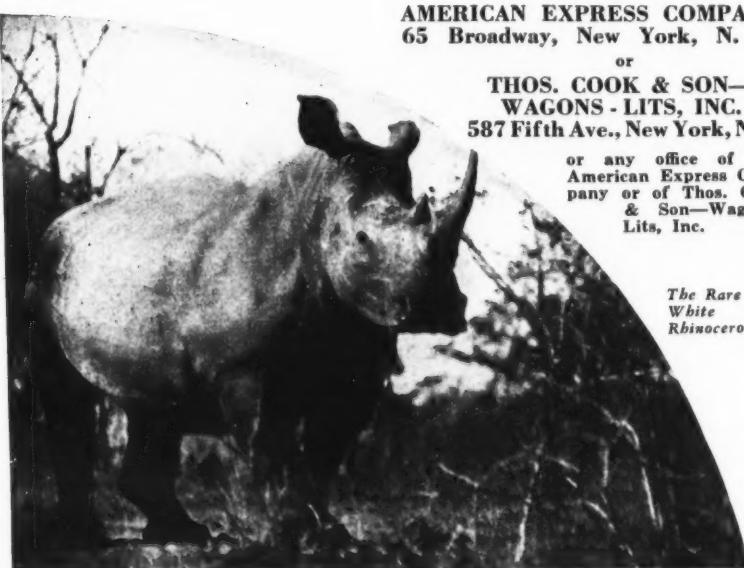
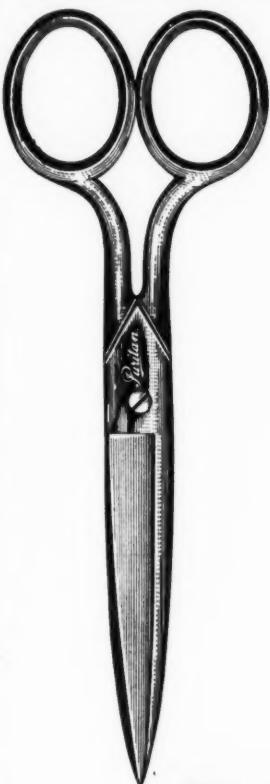
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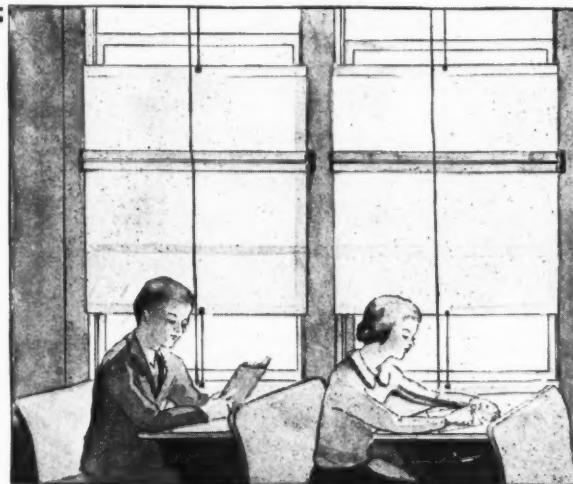
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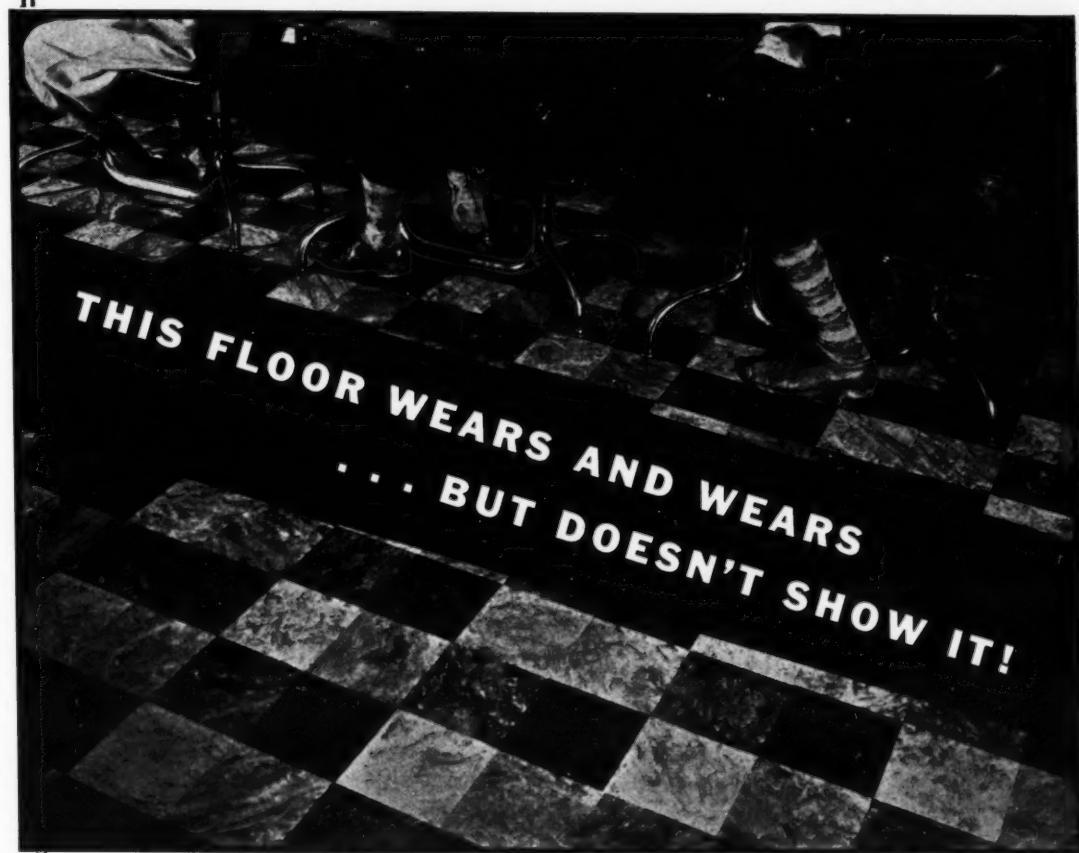
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SCHOOL BOARD NEWS

♦ Everett, Mass. The teachers of the city recently voted to discontinue the voluntary donation of 10 per cent of their salaries, due to the improved financial condition of the city.

♦ Salt Lake City, Utah. A new salary schedule for teachers, prepared by Supt. L. J. Nuttall, is designed to enable teachers' salaries to recover gradually as business conditions improve. The new plan replaces the "decile" system inaugurated a year ago, which aroused considerable controversy. Under the plan, teachers would be divided into three groups: (1) those doing good work in the classroom and coöperating in the advancement of the educational program; (2) those doing satisfactory work; and (3) those whose work is gradually improving toward a more satisfactory grade.

♦ Harrisburg, Pa. Mr. Mark T. Minor, city attorney, has ruled that the teachers may receive the same salaries as last term, but that the school board is not compelled to take special action to suspend the provisions of the salary schedule which in normal times would grant teachers increased increments. The attorney held that the special act of the 1933 legislature automatically suspends school salary schedules until the end of the pending emergency on July 1, 1935. A former attorney had held that teachers must be dismissed and reemployed in order to escape paying the salary increases.

♦ The disorganization of fifty high schools in the State of Montana will be effected, beginning next fall, if the present policy of the state education department is carried out. Approximately fifty more high schools stand in line for possible future action. The disorganization will consist of one of two things; namely, the closing of the high school, or a reduction in the number of years of work given by the school. Consolidation of high schools, where economical and practical, will be encouraged by the state education department. The change means that junior and senior students in many of the high schools will be compelled to leave home to attend a distant school.

♦ Pierre, S. Dak. An adult-education program has been established. The teachers have been selected from the list of unemployed and are being paid with federal funds. The teachers conduct classes in foods, clothing, interior decorating, public speaking, commerce, and other subjects.

♦ Boston, Mass. The school board, in coöperation with the federal emergency relief administration, has

opened an opportunity school for unemployed adults. The school offers instruction in drafting, printing, automobile mechanics, woodwork, power stitching, and dressmaking.

♦ Brillion, Wis. At the regular biweekly meeting of the school board, held on February 6, an invitation was extended to the school faculty to attend a round-table conference on school matters. It was suggested that the innovation be made a once-a-year event.

♦ Toledo, Ohio. The school board has approved a policy of withholding public business from merchants and vendors delinquent in their tax payments. It was ordered that the purchasing agent confine purchases to firms whose tax obligations have been met.

♦ Grand Rapids, Mich. The school board has planned a campaign against overloading of teachers with too many pupils or classes. The board has voted to make a study of teachers' contract forms for next year.

♦ Dr. Lucy L. W. Wilson, a teacher in the Philadelphia schools for more than a half century, was recently given the Bok gold medal and \$10,000, in recognition of her long and inspirational service to the youth of Philadelphia. Doctor Wilson was for 17 years principal of the South Philadelphia High School. She has been a teacher, writer, educator, and lecturer.

♦ Nutley, N. J. The board of education has adopted a budget of \$450,090 for the school year 1934-35, which is a reduction of \$25,000 from its original estimate, and a net increase of \$43,590 over the year 1933-34. The saving was effected by extending for three years the 4 1/2-per-cent bonds held by the state and town sinking-fund commissions and due to mature on August 1.

♦ Verona, N. J. The school board has adopted a budget of \$265,703 for the school year 1934-35, which is a reduction of \$10,883 from the current budget for 1933-34. The amount to be raised by taxation is \$137,935, which is an increase of \$14,135.

♦ West Paterson, N. J. The board of education has adopted a budget of \$66,359 for the school year 1934-35.

♦ The Oklahoma State Board of Education has appropriated funds to insure a seven-months' school term for every school in the state. It is believed that the apportionment of weak school aid will lengthen the school term for all schools beyond that of weaker schools in any state near by.

♦ Montgomery, Ala. The city and county schools have been reopened following the approval of a new financing plan to carry the schools through the remaining months of the school year. There will be no special money-raising campaign, but teachers' contracts will be extended to the end of the present school year, payments to be made monthly either in cash or in negotiable 6-per-cent warrants. On a recommendation of Dr. George D. Strayer in 1933, the board adopted the half-term plan and contracted with the teachers for the first semester only. The plan created a good deal of dissatisfaction so that the board decided to return to the plan of warrants and part cash.

♦ Lynn, Mass. The school board has adopted a budget of \$1,493,168 for the school year 1934-35, which is an increase of \$26,548 due to teachers' salary increases and CWA material.

♦ Los Angeles, Calif. The board of education has voted to call an election on March 20 for the approval of a \$20,000,000 school-bond issue. The bond issue will provide funds for the reconstruction of school buildings to comply with the state school-safety code.

♦ Providence, R. I. The PWA has approved a \$3,000,000 school-building program of the board of education. The program calls for the erection of two high schools, one to accommodate 2,000 students, and the other to house 2,200 students.

♦ Akron, Ohio. A \$1,500,000 plan for the remodeling and rebuilding of Akron city schools has been approved by the CWA. The program calls for the remodeling of 15 buildings, the rebuilding of several older schools, the redecoration of all buildings, and the grading of the school grounds.

♦ Montgomery, Ala. The school board has voted to extend the school-repair program, which was begun some time ago under the CWA.

♦ Fort Worth, Tex. The board of education has approved a new building program, calling for economy of space, modern arrangements, and a definite style of architecture. The program calls for six buildings to be erected under the \$4,198,300 PWA program.

♦ Pierre, S. Dak. The CWA has approved a project of the board of education, calling for an extensive grading and landscaping program on the athletic field and school playground. Another project calls for the redecorating of the interior of a number of school buildings.

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♦ Ten members of the Illinois delegation in Congress have pledged their support in the drive to obtain federal loans for the payment of overdue salaries to Chicago teachers. Two bills intended to obtain such loans have been introduced in the House. The first, presented by Fred A. Britten, of Chicago, would permit loans to cities and school districts up to \$500,000 to apply on school and real estate taxes in amounts not less than 80 per cent of the face value. The second, introduced by A. J. Sabath, would authorize the sale of \$40,000,000 in school bonds to the government, to be secured by \$30,000,000 of Chicago real estate not used for school purposes.

♦ Somerville, Mass. The school board has disregarded the protests of the mayor and the board of aldermen in voting to adopt its original budget of \$1,300,221 for the school year 1934-35. The mayor criticized the school system and declared that the 15-per-cent contribution of teachers would be continued until the school expenses are cut.

♦ Knoxville, Tenn. The school board has asked the city council to approve a tentative school budget amounting to \$944,422 for the school year 1934. The city manager had recommended that the budget be cut to \$967,742.

♦ Consolidation of school districts in the state of Wisconsin has been recommended by the special economy committee, with an estimated saving of \$2,000,000 annually. The suggestion was based upon a report of State Superintendent Callahan, who said that the plan would save money and would give the districts more for their money.

♦ The first release of school aid to distressed school districts of Michigan, under the school emergency law of the state has been made with the distribution of \$461,000. A considerable part of the money will be distributed in Wayne county.

♦ Newark, N. J. The school board has adopted a series of budgets covering the next 18 months. Under the plan, the schools will spend \$9,059,565 during the fiscal year 1934-35, which begins on July 1. The appropriation for the first six months of 1934 is \$5,190,135, and for the second six months \$3,850,158. For the first six months of 1935 the amount is \$5,209,407.

♦ Detroit, Mich. In February the school board obtained a loan of \$982,000 to meet its payroll. The money was obtained from city funds on deposit.

♦ Syracuse, N. Y. The mayor has issued a demand

for a cut of \$304,000 in the requested budget of the school department. The reduction is being opposed by the school officials because of the great need of funds in the face of an increased enrollment and lack of classroom space.

♦ The public schools of New York state suffer a waste of \$2,000,000 annually, according to a report prepared by a committee of the Governor's Commission on School Costs. Dr. George D. Strayer, of Columbia University, in reporting the committee's findings, recently stated that 30 cu. ft. of air per minute is wasteful, and that the use of fans is unnecessary. He said in part:

"Assuming that 15 cu. ft. of air per minute per pupil will supply ample ventilation, the fan system, supplying 30 cu. ft. per minute wastes the heat necessary to warm 15 ft. of air 30 degrees every minute and for every child," the investigators say. "If but one half of the 2,000,000 school children of New York state are in fan-ventilated schoolrooms, there is a direct waste of \$2,000,000 a year, in money burnt up and poured into the circumambient atmosphere."

In schools where outdoor noise or dust may make it inadvisable to keep windows open, fan ventilation may be advisable, the report goes on. "In many classrooms, however, we are convinced that window-gravity ventilation will provide an entirely satisfactory solution of the problem of ventilation," it adds. "We believe that under such conditions this system may be preferred for the schoolroom, as producing equally healthful and more comfortable conditions."

♦ Center, Tex. The school board has been able to meet the depression of the past few years through the exercise of strict business principles as applied to the operation of financial management and the elimination of all waste. During this trying time, the board was able, with the co-operation of the teachers, parents, and students, to keep the schools operating on regular schedule, with only slight reductions in the teaching staff and without the shortening of the school term. At the present time, the school board and the local community are looking forward to an improved situation and to the continuation of the improvement already set in motion. Supt. F. L. Moffett is actively administering the board's program.

♦ The National Youth Week Committee, Chicago, Ill., has issued an announcement containing a plea that National Youth Week be observed during the week of April 28 to May 5.

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FINANCE

♦ The New York State Economic Council has announced the appointment of an educational advisory committee of five prominent educators, which will be available for consultation service to school systems of the Empire State. The advisory committee will seek to be of help to school administrators who are faced with financial problems and the need for adequate means of promoting efficiency and economy in education.

♦ Boston, Mass. The state director of vocational education has approved new tuition rates now in effect for nonresident pupils in attendance at vocational classes. The rates are as follows: Brighton High School, \$185 per year; Charlestown High School, \$200; Dorchester High School, \$190; East Boston High School, \$170; High School of Practical Arts, \$110; Hyde Park High School, \$185; Roxbury Memorial High School, \$165; South Boston, \$200; Boston Trade School, \$180; Trade School for Girls, \$200.

♦ Pontiac, Mich. The adult-education program, recently put into operation under federal aid, has proved a major development. The program is now serving 3,158 persons and is offering a varied group of subjects. Starting with a payroll for the first week of \$318, the staff of teachers has been augmented until it has reached the maximum allowable under the city's appropriation of \$900 weekly. There are 65 teachers receiving pay at the rate of \$15 weekly.

♦ *The Tiger's Claw* is the title of a two-page school section, which is published monthly in the Raton, New Mexico, daily paper. The teachers and students contributed the entire content of the section, which is under the editorial management of a student. The publication includes not only news of the school, but also editorials, poems, book reviews, and other literary materials.

♦ Duluth, Minn. A wide variety of educational subjects is being offered in adult night classes, conducted with the co-operation of the emergency education administration. The courses are available to all persons over 16 years of age and are being conducted through classroom education.

♦ Despite the suspension of new adult-education projects by the federal administration, a comprehensive threefold educational program is being carried out in Minneapolis by the emergency education administration to meet the relief needs in this field. A total of 848 teachers are at work on a subsistence basis, teaching more than 35,000 adults in 22 rural county projects.



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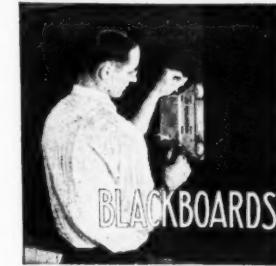
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Personal News of School Officials

SUPERINTENDENT JONES DIES

T. J. Jones, superintendent of schools at West Allis, Wisconsin, who died February 5, at the age of 68, was born in Carnarvonshire, North Wales, and came to the United States in 1873. His education was received in the public schools of Dodgeville, Wisconsin, later at the State Teachers' College at Platteville, and the University of Wisconsin. He later pursued a post-graduate course at Harvard University. He served as teacher, principal, and superintendent in various Wisconsin cities.

In 1907, he was appointed superintendent of schools in West Allis. During his period of service, he saw the school system grow from three small buildings and 15 teachers to 11 buildings and nearly 300 teachers. Five years ago he established an orthopedic school for crippled children.

NEWS OF OFFICIALS

• MR. F. R. WHITCOMB has resigned as secretary of the school board of Titusville, Pa., after a service of four and one-half years. MR. M. M. LOCKWOOD succeeds Mr. Whitcomb.
• The school board of Pittsfield, Mass., has reorganized for the year, with the election of DR. WILLIAM P. KELLY as president, and MR. ALSTON A. TILLOU as secretary.
• MR. O. J. BEITER has been elected clerk of the school board at Newcomerstown, Ohio.
• MR. GEORGE A. DAVIS, president of the board of education of Grand Rapids, Mich., has consented to be a candidate for re-election at the March primary. Mr. Davis had considered retirement, but was prevailed upon to be a candidate.
• MR. CHARLES B. MOORE has been elected clerk-treasurer of the board of education at Ada, Ohio.
• MR. R. A. PUTNAM, business manager of the board of education of Evansville, Ind., on January 19, was presented with the 1933 distinguished service award of the Junior Chamber of Commerce. The award was presented at the Founders' Day Banquet of the Junior Chamber and was in honor of civic participation, particularly in financial campaigns, in co-operation with the board in budget control, the planning of economic measures, and co-operation with the C.W.A. in school-repair programs.
• MR. JOHN ALLEN MURPHY has been elected vice-chairman of the school board of Salem, Mass. The two new members of the board are MR. JAMES E. CALLAHAN and DR. ELEANORE G. MARCHAND.
• MR. JOHN J. WALSH has been elected vice-chairman of the

school board of Waterbury, Conn. Supt. T. J. CONDON was reelected as clerk of the board.

- D. GAGE HUNT, former secretary of the school board at Lynn, Mass., died at his home on January 19.
- MR. A. J. BROWN has been elected secretary and business manager of the board of education at Ashland, Ky.
- MRS. CLARA TAGG BREWER, 74, a former member of the school board of Cleveland, Ohio, died at her home on January 22, following a month's illness of pneumonia.
- MR. C. B. ARTHUR has been reelected as president of the school board of Everett, Wash.
- DR. CARL COZIER has been reelected president of the board of education of Bellingham, Wash.
- MR. M. M. LOCKWOOD has been elected secretary and business manager of the board of education of Titusville, Pa.
- MR. W. L. PETERSON has been elected a member of the board of education at Denison, Tex.
- DR. GERALD B. O'NEIL and MR. RAYMOND H. BOURBEAU have been elected as new members of the school board at Chicopee, Mass.
- MR. RALPH H. DAIGNEAU has been elected a member of the school board at Austin, Minn.
- MR. ERHART EDQUIST has been elected a member of the school board at Concordia, Kans.
- The school board of Beeville, Tex., has reorganized for the year, with the election of TOM P. TUCKER as president, and W. A. BICKFORD as vice-president.
- MR. G. H. CATE has been reelected as president of the school board of Nashville, Tenn.
- MR. WALTER R. AMESBURY has been elected as president of the school board of Newton, Mass.
- MR. WILL A. GRAY has been made school business manager for the board of education of Worcester, Mass. Mr. Gray succeeds Joseph Beals, who retired on January 13, after 33 years of service.
- The school board of Omaha, Nebr., has reorganized, with the election of H. B. BERGQUIST as president, and WALTER L. PIERPOINT as vice-president.
- MR. W. H. MARBLE has been elected president of the school board of Worcester, Mass.
- MR. M. M. HILLS has been elected president of the school board of Mill Hall, Pa.
- MR. GUY T. OHL has been reelected as president of the board of education at Youngstown, Ohio.
- MR. A. J. HUDSON has been elected president of the board of education of Lakewood, Ohio.
- MR. LYNDIS JONES has been elected president of the board of education of Oberlin, Ohio.
- DR. J. C. STRATTON has been reelected as president of the board of education of Middletown, Ohio. MR. J. L. GLASS was elected vice-president, and ROSS SNYDER, clerk-treasurer.
- MR. Z. C. KLINE has been reelected as president of the board of education of Niles, Ohio. GEORGE FRENCH was named vice-president, and ANNA MARSTELLAR, clerk-treasurer.
- The school board of Revere, Mass., has reorganized, with the election of DR. FRANK E. ROWE as chairman, and CHARLES DREVER as secretary.
- The school board of Dallas, Tex., has reorganized, with the

election of DR. DAVID W. CARTER, JR., as president, and MRS. W. P. ZUMWALT as vice-president. MR. G. P. ALLEN was elected as a new member.

- MRS. WILLIAM RAYMOND, president of the school board of Wheeclow, N. Dak., died in a Rochester hospital on January 14, following an operation.
- The school board of Boston, Mass., has reorganized, with the election of MAURICE J. TOWIN as president, and FREDERICK R. SULLIVAN as treasurer.
- The school board of Nashua, N. H., has reelected MR. FRANK B. CLANCY as president.
- MR. EDWIN M. HARKINS has been elected as president of the school board of Medford, Mass.
- MR. JOHN J. MURPHY has been elected president of the school board of Woburn, Mass.
- MISS CAROLINE GRIFFITH has been elected secretary of the school board of Bridgeport, Pa., to succeed J. D. Griffin.
- Three new members have been appointed to the school board of Philadelphia, Pa., by the board of judges of the Common Pleas Court. The new members are MRS. JOHN LEWIS, JR., MR. WILLIAM F. DOWNS, and MR. NICOLA D'ASCENZO.
- MR. P. A. TIPLER, formerly principal of the high school at Antigo, Wis., has been elected superintendent of schools, to succeed R. E. Balliette, who has resigned. Mr. Tipler is succeeded by James F. Luther.
- The school board of St. Louis, Mo., has approved a salary increase for Supt. H. J. GERLING, beginning with the new fiscal year on July 1, provided the finances permit.
- Supt. A. J. MITCHELL, of Nogales, Ariz., has been reelected for a three-year term.
- Supt. A. J. STOUT, of Topeka, Kans., has been reelected for a two-year term.
- MR. L. H. KNAPP, principal of the high school at Port Chester, N. Y., has been elected superintendent of schools, to succeed S. O. Rorem.
- Supt. R. C. HALL, of Little Rock, Ark., has been reelected for another three-year term.
- Supt. S. T. NEVELN, of Austin, Minn., has been reelected for another three-year term.
- Supt. C. W. PEACOCK, of LaFayette, Ga., has been reelected for another year.
- MR. W. R. BOUCHER, of San Marcos, Tex., has been elected superintendent of schools at La Grange, to succeed L. B. McGuffin, who has resigned.
- MR. MELLEN A. WHITNEY, superintendent of schools of Elgin, Ill., from 1896 to 1907, died at Springfield, Mass., on January 15. Mr. Whitney was educated in Anson Academy and Kent Hills schools, and later matriculated in Colby and Wesleyan colleges, where he was awarded two degrees. He went to Elgin from Ypsilanti, Mich., in 1896. He retired in June, 1907.
- Supt. WM. E. HOFFMAN, of Mahnomen, Minn., has been reelected for a ninth term as superintendent of schools.
- Supt. GEORGE W. HUG, of Salem, Oreg., has announced his retirement at the expiration of his term on August 31.
- Supt. BEN G. GRAHAM, of Pittsburgh, Pa., has been reelected for a six-year term.
- MR. WILLIAM F. VOGEL, of Shelbyville, Ind., has been elected superintendent of schools at Bloomington. Mr. Vogel

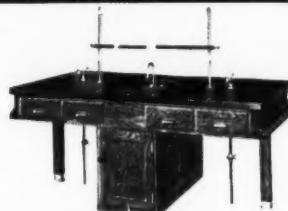
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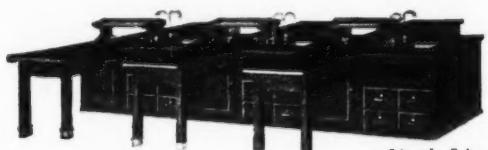
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succeeds R. N. Tirey, who has resigned.

• MR. A. ALTON GARCELON, JR., of Auburn, Maine, has been elected superintendent of schools at Biddeford, to succeed C. A. Weed.

• MR. EDGAR H. EVANS has been elected as general chairman of the citizens' school committee, of Indianapolis, Ind., which has been organized to lead a movement for the election of school-board members on a nonpartisan basis. The committee, which was successful in 1929, in electing its full list of candidates, will be composed this year of 100 or more representative men and women of Indianapolis.

• DR. HENRY J. GERLING, superintendent of schools of St. Louis, Mo., was guest of honor at a dinner given on January 18, in recognition of his re-election for a second term of four years. The dinner was attended by more than thirteen hundred school associates, including teachers, principals, and other employees of the public schools. Talks were given by members of the board of education and prominent citizens.

• DR. JOHN E. WADE, formerly associate superintendent of schools of New York City, has been elected deputy superintendent, to succeed Harold G. Campbell, who has become superintendent of schools.

• MR. EDWARD J. RUSSELL has been elected assistant superintendent of schools at Pittsfield, Mass. Mr. Russell was formerly head of the high-school science department.

• R. D. STEWART, superintendent of schools at Westbrook, Minn., died on January 16, following a sudden attack of heart disease.

• PROF. JOHN L. HENDERSON, a former superintendent of schools at Van Buren, Ill., died at Whittier, California, on January 11.

• S. B. TOBEY, superintendent of schools at Wausau, Wis., has announced his retirement at the end of the school year. Mr. Tobey had been superintendent of schools for 29 years.

• K. W. HARRIS, superintendent of schools of Gate, Okla., died at his home on January 22. Mr. Harris, who was 66, had been principal and superintendent of schools and had also taught in teachers' colleges at Ada and Durant.

• MR. W. A. E. STUTT, secretary of the school board of Denver, Colo., died suddenly in the school offices on February 1, following a stroke of apoplexy. Mr. Stutt, a resident of the city for 45 years, was graduated from the East High School. After serving in a clerical capacity for the Public Service Company, Mr. Stutt entered the employ of the school board as a messenger in the superintendent's office. Later he was promoted to the office of secretary, where he served successively under four superintendents. Mr. Stutt is survived by his widow and three daughters.

• JOHN E. SCOTT, who served for 18 years as a member of the school board of Princeton, Iowa, died at his home on February 1, after a year's illness.

• MR. ELBERT C. PLATT has been elected clerk-treasurer of the school board of Berea, Ohio, succeeding L. A. Fowles.

• The board of education of Garnett, Kans., has organized for the year, with the election of Mr. F. H. McINTOSH as president, Mr. D. M. STILES as vice-president, and Mr. CHARLES COX as clerk.

• MR. DEWITT WALLER, formerly principal of the high school at Enid, Okla., has been elected superintendent of schools, to succeed John T. Hefley.

• SUPT. R. C. HALL, of Little Rock, Ark., has been reelected.

• SUPT. C. H. OMAN, of Garnett, Kans., has been reelected for a period of two years. Mr. Oman has been connected with the schools for 37 years, 32 of which have been spent as superintendent of schools.

• SUPT. R. V. HUNKINS, of Lead, S. Dak., has been reelected for a three-year term. Mr. Hunkins has completed twelve years of service in the Lead schools.

• MR. R. D. BOWER, of Kingston, Mo., has been elected superintendent of schools at Cowgill, to succeed Byron Beaver.

• SUPT. L. W. HARTSFIELD, of Hillsboro, Texas, has been reelected for another year.

• MR. W. F. LOPER, formerly principal of the high school at Shelbyville, Ind., has been elected superintendent of schools.

• MR. HOMER H. KINGSLEY, former superintendent of schools at Evanston, Ill., for thirty years, died at Portland, Ore., where he had been living for several years. Mr. Kingsley was well known as school superintendent from 1886 to 1916.

• MR. JOSEPH M. TURNER, former superintendent of schools at Ashland, Wis., died at Houston, Tex., on January 16. Mr. Turner was a graduate of Wisconsin University and had spent 25 years in educational work in the state.

• MR. ROY W. FEIK has been elected superintendent of schools at East Chicago, Ind., to succeed John G. Rossman.

• SUPT. T. W. GOSLING, of Akron, Ohio, has announced his resignation, to take effect April 1. Dr. Gosling will become national director of the Junior Red Cross, with headquarters in Washington, D. C.

• SUPT. A. T. STOLEN, of Eau Claire, Wis., has been reelected for another year.

• DR. JULIUS SACHS, emeritus professor of secondary education at Teachers College, Columbia University, died February 2, at his home in New York City. Dr. Sachs, who was 84, was a graduate of Columbia University and various German universities. Before joining the faculty of Teachers College, he had been principal of the Boys' Preparatory School from 1872 to 1904, and of the School for Girls from 1891 to 1907.

• SUPT. H. R. PETERSON, of Albert Lea, Minn., has been reelected for a three-year term, with a salary of \$4,200 for the first year, \$4,500 for the second, and \$4,800 for the third year.

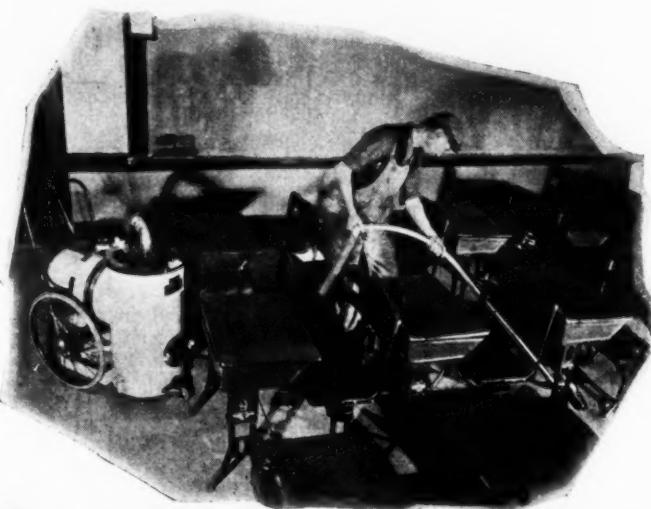
News of Officials

• MR. JOHN N. SOUTHGATE, superintendent of buildings and grounds for the board of education of Saginaw, Mich., died at his home on February 5, after a short illness. He had been connected with the school system for more than thirteen years.

In February, 1926, he was elected secretary-treasurer of the school district, and later was made superintendent of buildings and grounds.

• MR. ROBERT STURGIS has been elected president of the board of education at Morristown, N. J. Mrs. HELEN F. HULL was named vice-president.

• MR. WILLIAM E. KELLEY has been elected chairman of the school board of Taunton, Mass.



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• SUPT. J. H. ANDREWS, of Wynne, Ark., has been assigned to work out a plan for participating in the new relief funds to be granted by the state for the relief of teachers.

Personal News

• MR. HOBSON C. WAGNER, formerly supervising principal of schools at Towanda, Pa., has been elected superintendent of schools at Hollidaysburg, Mr. Wagner succeeds Calvin V. Erdly, who has taken a similar position at Hanover, Pa.

• SUPT. B. J. ROHAN, of Appleton, Wis., has been reelected for a three-year term, at a salary of \$4,500 a year.

• SUPT. N. P. BLATT, of Manchester, Ohio, has been reelected for another three-year term.

• SUPT. R. E. SCUDER, of Glendive, Mont., has been reelected for a two-year term.

News of Officials

• MR. EARL UDICK has been elected president of the board of education at Colorado Springs, Colo. Mr. H. M. SOMMERS was named as secretary of the board.

• FRANK S. PALMER, secretary and business manager of the school board of Greeley, Colo., died at his home on January 26, after several months' illness. Mr. Palmer went to Greeley in 1880 and had been engaged in various lines of business before entering the service of the school board in September, 1927.

• DR. WILSON Y. CHRISTIAN has been elected a new member of the school board at Ocean City, N. J.

• Alton, Ill. Twenty-seven students of Shurtleff College have recently been assigned for practice teaching and observation of teaching methods in the city schools. The present student group is the third to be received by the school system. The student teachers will spend one hour a day in the classrooms during the current twenty-week term. The plan is the result of an arrangement begun two years ago, under the direction of Supt. W. R. Curtis.

AN EMERGENCY COLLEGE FOR HIGH-SCHOOL GRADUATES

Last spring, the school board of Walterboro, S. C., faced the problem of meeting the need for college instruction for high-school graduates who, for one reason or another, could not go on to college. The completion of a new field house on the high-school grounds, appeared to offer the solution for housing space for the class.

The emergency college was inaugurated with the aid of a number of trained teachers and others who offered to give all or a part of their time to the work. One business man, a college graduate, gave three hours a week to the teaching of history, another gave two hours a week to the literary society and English work. A French teacher in the high school offered to give three hours to teaching French classes.

The textbooks used are the same as the books used by the university freshman class. The classes meet in the field house, or in the high-school building, and the students are under none of the restrictions of the high-school students. All classes run five days a week, due to the fact that many students come from a distance. The regular charge for instruction is \$4 per student per month.

The work was conducted under the direction of Mr. W. H. Ward, superintendent of schools of Walterboro.

TOWN PLUNGED IN DARKNESS AS CAR HITS POLES

The village of - - - was plunged into darkness for several hours last night after a small coupe, which the driver abandoned, carried down five telegraph poles in Wallace Street and broke a 13,000 volt transmission line.

The driver was attempting to make a right turn from Wallace into Fifth Street. He struck one pole, breaking it off at the base and the weight of the heavy transmission wire carried four other poles down with it.

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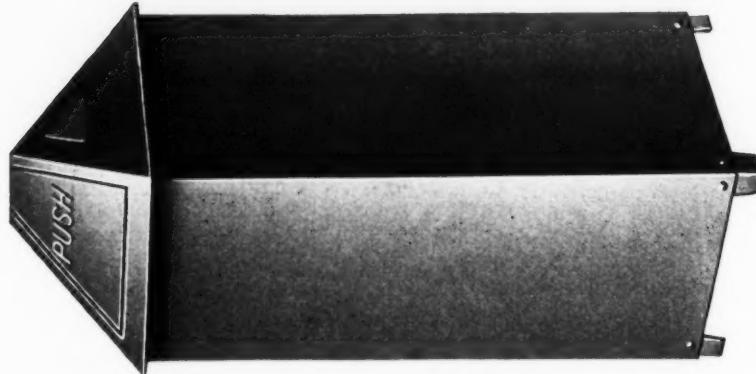
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A PROPOSAL TO SPREAD EMPLOYMENT IN TEACHING

(Concluded from Page 28)

Certainly no one can object to either of these aims and I am very much impressed with your plan for achieving these aims. Many teachers who are now employed doubtless would be glad to devote a year to additional study and training on half pay, while at the same time, many unemployed teachers would be grateful for the opportunity to have a year's employment at half the salary of the absentee teacher. This has the advantage of involving no additional expense to any institution.

I note that the extent to which the plan is to be used is apparently left discretionary with the individual boards of school control. Undoubtedly this is fundamental, because any mandatory application of this plan obviously would disrupt the teaching facilities of any institution because the most experienced instructors in most cases have been with these institutions more than six years, and therefore would be eligible for sabbatical leave.

I am glad to give you my observations on your plan as you request, but, of course, you understand that these are purely personal views.—W. R. Ogg, *Assistant to the Director, American Farm Bureau Federation.*

I have read over your suggestion for solving the problem of the oversupply of trained teachers. As you know, our survey shows that there is not any oversupply of really trained teachers. Whether your suggestion for sabbatical leave will be adopted by enough school boards to accomplish the purpose you have in mind is questionable. I am for it for the reason that no other workable plan has yet come to my attention.—WM. JOHN COOPER, *Commissioner of Education, U. S. Department of the Interior, Washington, D. C.*

Your proposal for sabbatical leave for present teachers and sabbatical substitutes to consist of unemployed teachers waiting an opportunity to serve an internship strikes me as a splendid conception. It would provide a saving opportunity to the well-prepared but discouraged and almost hopeless group of ambitious young teachers who are begging a chance to prove what they can do. At the same time, it will offer needed change to employed teachers who dare not hazard the risk of leaving their positions even temporarily under present conditions. Above all, it meets the current remorseless determination that no plan is to be considered which involves increased costs. It is the most constructive proposal toward relieving

the professional crisis which I have yet seen.—F. W. THOMAS, *President, Fresno State Teachers College, Fresno, California.*

Very good, Professor Hart, here is my endorsement for the sabbatical project.—WM. McANDREW, *President, Educational Press Assoc. of America, East Setauket, Long Island, N. Y.*

I am glad to approve your plan for solving the problem of an oversupply of trained teachers. I think it has genuine merit.—WM. S. TAYLOR, *Dean, College of Education, University of Kentucky, Lexington, Kentucky.*

I heartily endorse the proposals made in your letter of March 25. In my judgment, the nature of the training and experience which should be secured should be defined more explicitly.—WM. S. GRAY, *Department of Education, University of Chicago, Chicago, Illinois.*

This is to acknowledge your letter of March twenty-seventh together with your very interesting plan for solving the problem of an oversupply of trained teachers. I am most enthusiastic concerning the method which you propose. It seems to me to be beneficial both to those who have already secured places and who would thus obtain the opportunity to deepen their knowledge and broaden their outlook through sabbatical leave, and at the same time be of the utmost value in enabling teachers who are unplaced to act as substitutes and both earn a salary and demonstrate through teaching their fitness for more permanent appointment when they offer themselves.

I do seriously question the suggestion that Boards of School Control may at their discretion require teachers to take such sabbatical leaves. It seems to me that much danger, and in many cases injustice, would be involved thereby. That, however, does not seem to me an essential part of your plan. I wish to commend the suggestion and give it my approval.—ROBERT G. SPROUL, *President, University of California, Berkeley, California.*

I think that your suggestion in regard to "Solving the Problem of an Oversupply of Trained Teachers" is a very practical and statesmanlike statement. I heartily approve of the general plan.—J. J. OPPENHEIMER, *Dean, College of Liberal Arts, University of Louisville, Louisville, Kentucky.*

The State Department of Education has given careful consideration to your proposed plan in connection with the relief of teacher unemployment. It has been my privilege to review the plan and give it careful study.

We believe that the plan has great merit and that it

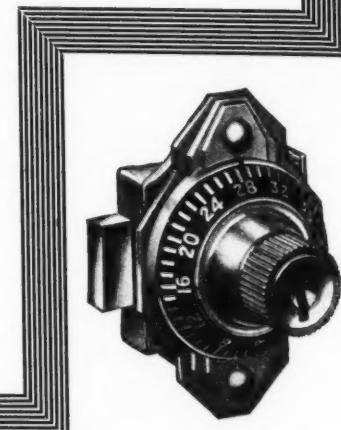
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would relieve an emergency situation and tend to improve standards in teaching service. While we recognize difficulties in details which must be corrected, we approve the principle proposed.—VIERLING KERSEY, *Superintendent of Public Instruction, State of California.*

I am much interested in the proposal you have sent me under date of March twenty-seventh for solving the problem of an oversupply of trained teachers and at the same time achieving other desirable ends. It seems to me a most ingenious suggestion; and I should think that if it were adopted by the legislatures and boards of education it might make an appreciable difference in the situation in the teaching profession next year. I have consulted Dean Henry W. Holmes of the School of Education at Harvard, who is also impressed with the value of the plan.—ADA COMSTOCK, *President, Radcliffe College, Cambridge, Massachusetts.*

I am heartily in favor of the proposal for sabbatical leave. We have had it here in Rochester for a good many years and it is particularly valuable at this time.—HERBERT S. WEET, *Superintendent of Schools, Rochester, New York.*

The weight of such opinion expressed above, which is representative of the favorable comment should, it seems, serve to stimulate state legislatures and boards of education throughout the nation to give serious consideration to the issue involved, and to the possible benefits that might be derived from the adaptation and adoption of the proposed plan.

TEACHERS

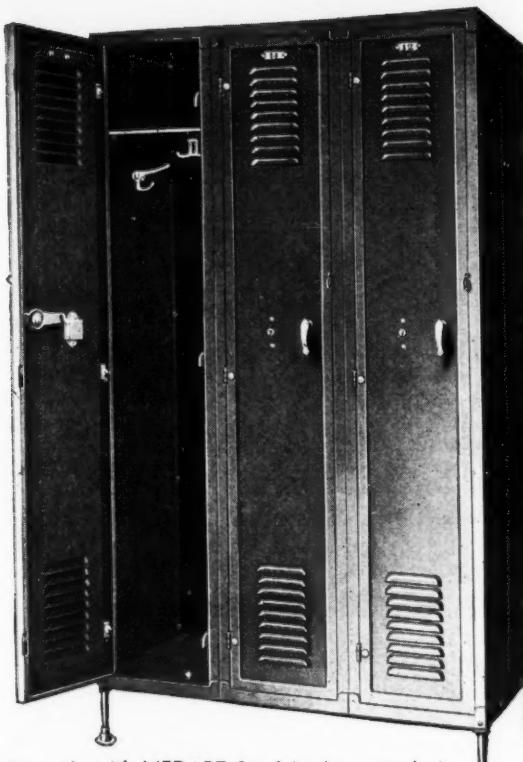
♦ Nogales, Ariz. A new policy of intervisiting has been started among teachers of the elementary grades. Each first-grade teacher, second-grade teacher, etc., visits other teachers in the same grade work. Discussion periods follow when the teachers clear up all difficult problems. The teachers have been attracted to the plan and appear to have profited by it.

♦ The Federal Emergency Relief Administration has allowed additional grants of federal funds to provide relief for more unemployed teachers in communities up to five thousand population where existing funds are insufficient. The funds will go to teachers in local districts which had already made maximum but unavailing efforts to keep their schools in operation.

The funds will be used, according to Harry L. Hopkins, federal administrator, to maintain elementary and secondary schools in such areas and localities, for

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the normal school term, with approximately the same teaching load as the present school year. The funds are available only for salaries of certified teachers, for teaching the regular schoolwork under way this school year, on and after the date upon which the school had been discontinued for lack of its own funds. The funds may not be used for administration, supervision, clerical or janitorial service, maintenance, equipment, or supplies.

Everett, Mass. The school board has voted to release all married women as soon as possible, with the exception of those who have sick or unemployed husbands.

RULES AND REGULATIONS OF THE BOARD OF EDUCATION

(Concluded from Page 14)

19. He should be responsible for the preparation and execution of the budget which should be drawn up in accordance with the needs of the educational program as shown by the work programs or plans of his staff.

20. He should be responsible for the proper upkeep, operation, and maintenance of the physical plant.

21. He should be responsible for recommending to the board for its approval of salary schedule and rules for its operation.

22. He should define the functions of the various members of his staff, coöperate with them in the development of a work program or plans, and check systematically to see the goals are being reached and to see how work may be improved.

Matters to Be Included in Rules

IX. The following are some of the general questions which should be settled by the rules and regulations of a board in accordance with its specific point of view:

1. Organization of the board of education.
 - a) Members and time of meetings.
 - b) Officers and duties.
 - c) General functions.
 - d) Order of procedure at its meetings (should be conducted in accordance with standard parliamentary procedure; should, in general, be open to the public except when executive sessions are necessary).
2. Policies in regard to control of externals, such as:
 - a) Number of holidays.
 - b) Length of school term.
 - c) General sessions of schools.
3. Policies and procedures in regard to transportation of pupils.
 - a) Determining who shall be transported.
 - b) Qualifications of the driver.
 - c) Types of vehicles.
 - d) Contract forms.
 - e) Schedules (general).
 - f) Waiting stations.
 - g) Insurance.
4. Policies in regard to tuition charges.
 - a) Eligibility for tuition.
 - b) Amount to be charged nonlocal pupils.
 - c) When paid.
5. Policies in redress and grievances.
 - a) Order of appeal.
6. Policies in regard to school property.
 - a) Powers and duties of janitors.
 - b) Method of making repairs for buildings.
 - c) Use of buildings by other organizations.
7. Policies in regard to pupil personnel.
 - a) Age of entrance.
 - b) Limitations of entrance, if any.
 - c) Provision for care of atypical children.
 - d) Enumeration.
8. Policies in regard to professional personnel.
 - a) Provision for visiting days.
 - b) Contract forms.
 - c) Provision for salary payment.
 - d) Provision for salary schedules.
 - e) Regulation of absence from duty.
 - f) Encouragement of professional advancement — extension courses, travel, etc.
 - g) Provision for excursions, field trips.
 - h) Time of election.
 - i) Percentage of local girls.
 - j) Place of living.
 - k) Qualifications for various kinds of positions.
9. Regulations for conducting the business of the schools.
 - a) Preparation and form of the budget.
 - b) Procedure in making purchases.

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- c) Procedure in paying claims.
- d) System of accounting.

THE OBLIGATIONS OF BOARDS OF EDUCATION IN ADMINISTERING PUBLIC SCHOOLS

(Continued from Page 22)

True Economy Needed

Economy is not necessarily elimination, but is obtaining the most for every educational dollar spent in behalf of the school children. It becomes an obligation of the board, therefore, to secure adequate information and advice regarding the best policies and procedures of selecting and purchasing supplies and equipment. Much can be done by coöperative buying and the letting of bids. Local dealers should be given consideration, but not to such a degree that school funds are misused in order that they may receive large premiums.

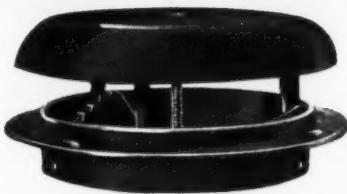
Of course, after all these economies are effected, we shall still have the problem of securing sufficient school funds, because our taxing system is inadequate and out of tune with the times. Too large a part of the cost of our schools is paid out of the local property tax and too small amounts of the burden are now carried by the state and nation. The only remedy for the inadequacies of our present system lies in an entire revision of our state tax structure and a broadening of the tax base, including other taxes besides the property tax, in such a way as to distribute equitably the tax burden among all classes of people.

The board of education has a right to look to the superintendent to help furnish information relative to the best policies, plans, and practices in providing and safeguarding school funds, as well as in determining the best quality and kind of educational supplies and equipment. With such help and advice from superintendents and teachers, it behooves boards of

(Concluded on Page 75)

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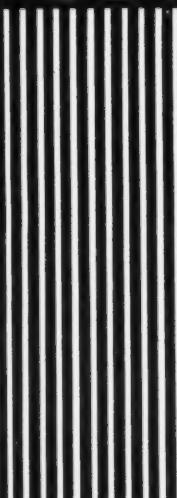
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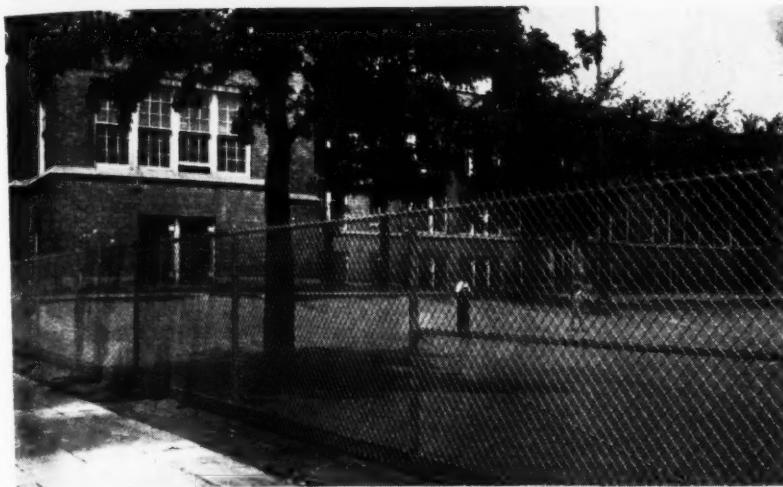
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(Concluded from Page 73)

education to take necessary action to develop the best educational programs and policies possible under local and state conditions, always keeping in mind the needs of the children.

I shall conclude by saying:

1. That the public schools were established for our children and they must be maintained and operated for our children.

2. That the major obligations of the board of education in the wise expenditure of educational funds are: (a) the selection of a competent superintendent to whom the board and the community may look for proper guidance and advice in all educational matters; (b) the employment by the board, upon the advice of the executive head, of a properly qualified and efficient teaching staff; and finally (c) the overseeing of the expenditure of school funds in behalf of the children and not in the selfish interests of the adults of the community.

MR. HAMILTON ACHIEVES A SENSE OF PROPORTION

(Concluded from Page 24)

sense of proportion as they show here in Raywood."

To my surprise, he gave me a quick look, hesitated a moment, and then made a most peculiar remark. He said, "Once again, the long arm of coincidence!"

Since he said nothing more and turned the conversation to another matter, I do not know exactly what was in his mind. However, I feel sure he was well pleased with the university exhibit.

Part of a Letter the Superintendent Never Saw

... Much as I appreciate your offer to return to my former position with your concern, I have finally decided to continue with school-work. ... It is true, as you say, there is no money in teaching. It is equally true that public schools are often at the mercy of politicians

who, under the mask of a professed desire to help out the poor taxpayers, care for nothing but the protection of their own selfish interests. There are other discouraging handicaps not ordinarily found in business. I grant you all this. ... But within the past few days, and while I was considering your offer, a chance remark from a visitor from an eastern university has made me believe that here in Raywood we are beginning to realize an ambition I have had from the first for this school. ... It will mean little or nothing to you, the attainment of this "sense of proportion" among the pupils for which I have been striving this year; but I mention it, realizing you will consider it as just another "school-teacher's phrase." ... I want to stay here until this good start is an accomplished reality. ... My mind is quite made up. Thank you again for your kind interest.

... (Signed) Smith B. Hamilton.

Comment by Manager of Blank Manufacturing Company

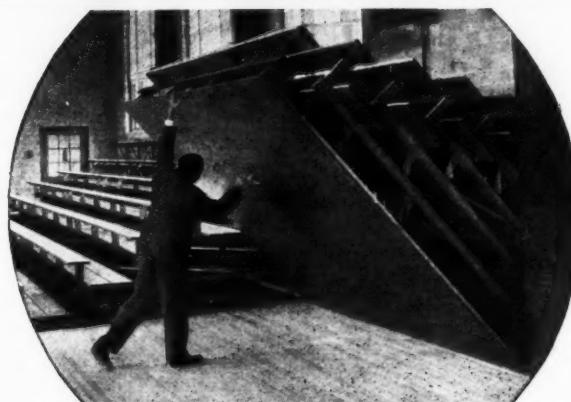
What the devil was that remark the fellow made in the movie the other night? Oh, yes, I remember: "Those who can, do; those who can't, teach." What's the matter with Hamilton, anyway? I wonder if that Hollywood wise-crack is always true? ... Darn it, Hamilton is a good man! I don't care what that movie writer says.

Part of a Letter the Superintendent Did See

... Enclosed herewith please find my signed contract for next year. May I thank you and the board of education for this expression of your confidence in me. ... I shall do my best to justify your good opinion in my further conduct of this fine school which you, yourself, built so well. I am glad indeed to have the chance to continue my association with you.

... (Signed) Smith B. Hamilton.

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Item

The last and possibly the most important choice in today's high-school-senior elections, was for that person, who, in the judgment of the pupils and the faculty, has done the most for the school during the year which ends tomorrow. Old traditions were broken and a most unusual decision was reached, when, by a practically unanimous vote, this coveted honor was awarded to the principal, Smith B. Hamilton. The students explained their action after the balloting, by the simple statement that several months ago, in a closed meeting, they had formally "adopted" Mr. Hamilton as a member of the senior class, since they had come to regard him as one of their own number.

End of Installment Six and End of Story

INTERPRETING THE SCHOOL BUDGET

(Concluded from Page 27)

The school clerk, the superintendent, the bookkeeping teacher, or other competent persons can perform some of the research activities basic to a factual presentation of financial data. Public-school budgets of the future will probably contain an allotment of money specifically earmarked for defraying the cost of interpreting the schools to the public. It costs time and money to secure, present, and interpret data to the general public or to organized groups.

5. *Addresses to organizations.* Talks delivered by board members, teachers, business managers, and others to parent-teacher meetings and to fraternal, religious, service, and social groups can aid in clarifying some of the fiscal details of the school system, especially if the oral presentation is accompanied by mimeographed data.

6. *Alumni associations.* One organization which many schools overlook in their search



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for moral support is the alumni group. These people, many of whom are taxpayers with children in school, have a faith in education and a loyalty to the school which will make them staunch defenders of an adequate financial program.

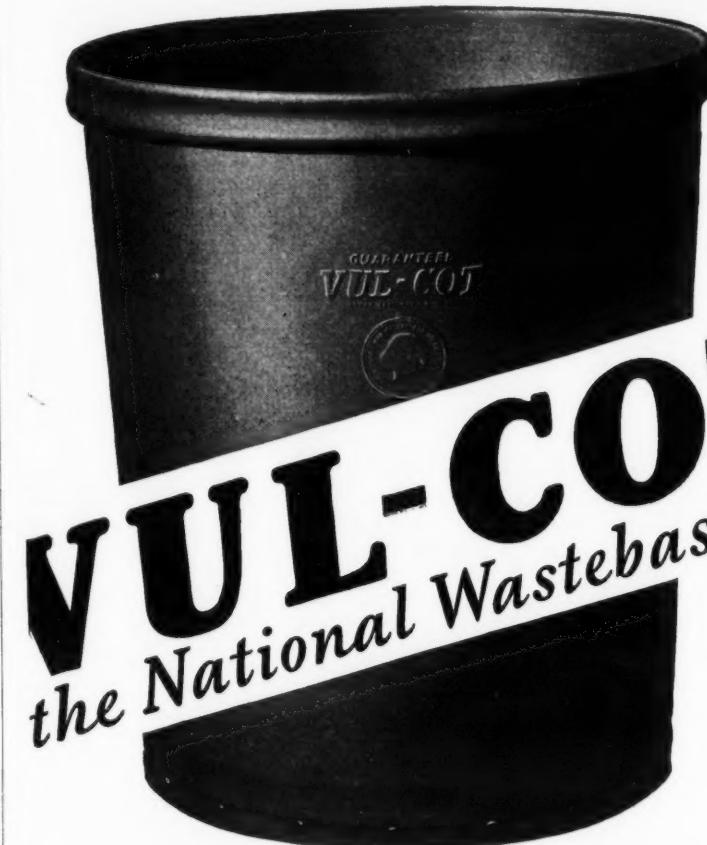
7. Conferences with parents. Since parents are particularly interested in their own children, it is desirable that the administrator, or preferably the teacher, should have personal conferences with the fathers and mothers. Despite the shortcomings of the parent-teacher movement, it can be developed into a powerful means of maintaining relationships between the parent and the school. Many a superintendent leans heavily upon the parent-teacher association for the creation and maintenance of financial support for the schools, especially where a radical taxpayers' league is at work.

8. Visitation of homes. The visitation of homes by teachers, census enumerators and other members of the staff enables the school personnel, equipped with fiscal data, to explain certain features of the financial program to parents.

9. Local programs a part of state and nation-wide publicity. The local efforts can become a part of a county, state, or nation-wide experiment in public relations. Van Oot says: "Educators should plan a practical, nation-wide campaign to present education's program in a manner acceptable to and appreciated by the layman."²⁹

Through state and national educational organizations, their literature and radio programs, the local efforts at publicizing the mechanics and content of school finance can become a part of a broad program of interpreting the schools.

²⁹Van Oot, B. H., "Schools Must Modernize Their Publicity Methods," *The Nation's Schools*, January, 1934, pp. 29-30.



When you buy wastebaskets, remember: Vul-Cot cannot dent, bend, corrode or scratch like metal. Vul-Cot cannot crack, split or splinter like wicker. Vul-Cot is standard in 85 per cent of the great public and private schools of America. Vul-Cot is guaranteed for five years.

At Stationers and School Supply Houses
NATIONAL VULCANIZED FIBRE CO.
Wilmington, Delaware, U. S. A.

10. Miscellaneous devices. In addition to the regular daily and weekly newspapers, other forms of printed communications are employed in bringing the budget and its contents before the people: (1) The school paper is used in presenting budget material; (2) the annual financial report may contain the budget for the next year; (3) other financial reports are prepared by schoolmen in order to explain the budget and other fiscal matters; (4) some officials write letters and bulletins which are distributed through the children to the parents, or are sent to patrons, representative citizens, and key people.

Some indirect methods are: (1) the use of school exhibits and programs to show that financial investments bring returns and justify the school budget; (2) discussion in the state legislature, as in Delaware, where the schools are supported almost entirely by state funds; and, (3) the effort to send home each day children who are boosters for the school. Each child is a channel for the flow of school publicity. He is an epistle known and read of all men. He can be a daily advertisement interpreting both the budget and the school program to his parents, the taxpayers, and the general public.

PUBLICATIONS RECEIVED

Cumulative Pupil Personnel Records for Elementary and Secondary Schools

Prepared by the state subcommittee on records and reports, of which Mr. C. E. Hershey is chairman. Paper, 23 pages. Bulletin No. 81, 1933, issued by the state education department, Harrisburg, Pa. The cumulative report card has been prepared for the purpose of indicating to the pupil just where he stands. The pamphlet contains typical record cards for registration, curriculum selection, transfer, health, home visits, pupil self-analysis, pupil-teacher conference, and teacher's estimate, together with pupil records for elementary- and secondary-school forms. Valuable suggestions are given for collecting and organizing data for record forms, for installing the record system, and for making entries on the elementary-school cumulative record system.

Why Build the Auditorium Now?

A publicity report on a special means of financing a school-building project at the Atwater School, in Shorewood, Milwaukee, Wis. This effective bulletin tells why the building is

needed, the extent of the project, and the cost involved.

Comparative Tax Rates for 284 Cities, 1933

By C. E. Rightor. Reprint of the National Municipal Review. The pamphlet presents tabulation reports of the tax rates upon property for the current year in 284 cities having over 30,000 population in the United States and Canada. It includes a statement of school-tax rates.

Background Study of Negro College Students

By Ambrose Caliver. Paper, 132 pages. Price, 10 cents. Bulletin No. 8, 1933, of the U. S. Office of Education, Washington, D. C. The report is an extension of a smaller study of Negro college education and is the result of a national survey of the social, economic, cultural, academic, and intellectual background of Negro students. It seeks to establish criteria and to reveal trends with which local schools may compare their own students, and to furnish a body of information which will be helpful in establishing and conducting a personnel program.

Scheduling High-School Classes for Double Periods

Circular No. 1, January, 1934. Published by the Educational Research Service, of the National Education Association, Washington, D. C. A report of a questionnaire study made in 84 high schools in cities having more than 100,000 population. Of the 64 schools replying, 41 reported the use of double periods in shop or laboratory subjects. Of the 41 schools, 26 reported double periods in home economics one or more times a week, 22 had double periods in manual arts, 22 in shop subjects, and 36 in other subjects. In some instances, the principals declared that double periods were too expensive and presented a handicap to students in electing certain courses. A few of the principals reported that they obtained better results from single periods in shop and manual-training work. One principal reported that the double period is difficult to administer and does not produce any better results. Schedule difficulties and lack of uniform home study have, in some instances, made the longer single periods necessary.

The School Crisis

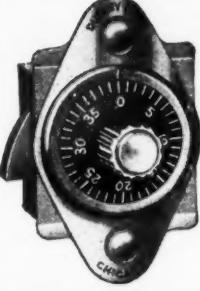
Issued by A. C. Rosander, 1365 East Sixtieth St., Chicago, Ill. This monthly leaflet contains a summary of the Chicago situation. It is incisive, complete, and distinctly illuminating.

Financial Statement, Hazleton City School District, Hazleton, Pa.

The report reflects a very satisfactory cash situation.

Doctoral Theses in Education — I

By James A. Fitzgerald, V. H. Kelley, R. L. Powell, M. N. Thisted, T. J. Tormey, and Ida M. Yates. Paper, 206 pages. Price, \$2. Bulletin No. 1, January 15, 1934, University of Iowa Studies in Education, Iowa City, Iowa. A series of research studies in education, including "A Study of Vocabulary, Spelling Errors, and Situations," by Prof. James A. Fitzgerald; "An Experimental Study of Certain Techniques for Testing Word Meanings," by Prof. Victor H. Kelley; "Valid Testing and Diagnosis in the Mechanics of Ninth-Grade English Composition," by Prof. Raymond L. Powell; "Participation in College Athletics and Vocational Success," by Prof. Moses N. Thisted; "The Effect of Drill Upon Specific and General Comprehension of Historical Content," by Prof. Thomas J. Tormey; "Concepts and Attitudes Concerning Slavery and Freedom of Speech," by Prof. Ida M. Yates.



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When door is closed, lock is locked, with the Dudley Autodial.

NRA  Stainless steel case — automatic locking — Rotodial Combination Padlock.

School executives are asked to write us for full information and sample lock for free inspection.

Dudley Lock Corporation
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—so why not install these practically indestructible inkwells, and reduce your annual expense? They will not break or corrode.

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SCHOOL INKWELLS

National School Desks Have Proven Their Worth



National Desks are designed and constructed with the health of the child in mind. The durability of the desks and seats, and the adaptability of the desks to proper room layout and seating arrangements are also carefully and scientifically considered and included. Write us for complete seating catalogue.

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SCHOOL EQUIPMENT COMPANY**
Port Washington, Wisconsin



**Better
Folding
Chairs . . .**

for Auditorium
and
Classroom

- 22 styles to choose from
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LOUIS RASTETTER & SONS CO., Ft. Wayne, Ind.



Stage Equipment

Velour Curtains — Draperies, Scenery and Rigging Equipment of the Highest Quality.

Service and Installation by
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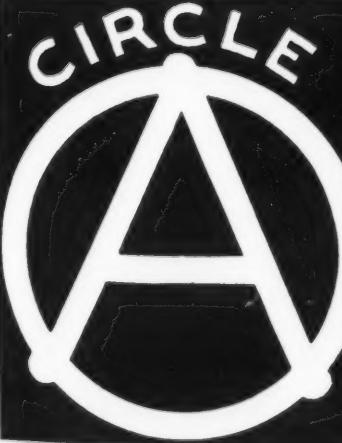
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Twin City Scenic Company

569 So. Clinton St.
Syracuse, N. Y.

2819 Nicollet Ave.
Minneapolis, Minn.

25 Henry St.
Detroit, Mich.



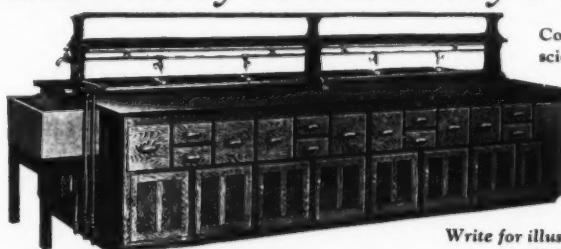
School Wardrobes • Sectional Partitions • Rolling Partitions • Folding Partitions • Grandstands—Bleachers of Wood or Steel • Portable or Permanent Sectional School Buildings

For more than a decade—manufacturing suppliers to schools throughout the country.

Write for detailed information on any of the products listed above.

NEWCASTLE PRODUCTS, INC.
621 South 25th Street • Newcastle, Indiana

**PETERSON . . . Quality
Laboratory and Library Furniture**



Correctly designed and scientifically constructed for durability. Specifications and quotations on request, without obligation.

Write for illustrated catalog of the complete line.

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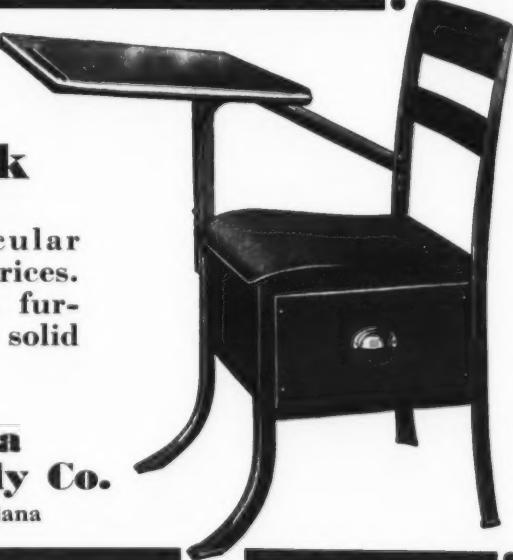
Manufacturers of Guaranteed Laboratory and Library Furniture

OFFICE AND FACTORY: 1222-34 Fullerton Ave., Chicago, Ill.
Representatives conveniently located to serve you.

**Columbia
Movable
Chair Desk**

Send for circular and delivered prices. This desk also furnished with a solid saddle seat.

**Columbia
School Supply Co.**
Indianapolis, Indiana



After the Meeting

No Danger to Boy

The young father and mother were returning from the PTA meeting at which a famous psychologist had lectured.

The father commented: "There's something in what that fellow says—that the cleverness of the father often proves a stumblingblock to the son."

"Well," answered the mother, "Thank goodness, our Junior won't have anything to fall over."

Call the Woodpecker

Grade one was having a lesson on birds. After some discussion the fact was established that birds eat fruit.

One little girl, however, was unconvinced.

"But, teacher," she asked, raising her hand, "how can birds open the cans?"

Real Help

"Where did you find this wonderful follow-up system? It would get money out of anybody."

"I simply compiled and adapted the letters my son sent me from college." — *Phoenix Field*.

Sent a Representative

Sociology student: Has not fortune ever knocked at your door?

Beggar: He did once, but I was out. Ever since, he has sent his daughter.

Student: His daughter, who is she?

Beggar: Why, misfortune, of course. — *N. Y. Sun*.

Right?

The young spendthrift at college was broke. He was going to write to his father for money. This time he decided to write a little original so as to make a strong impression on the old man. He wrote like this: "Who needs money? Who needs money?" all the way down the sheet and signed it — "Your son."

The angry father grabbed a sheet of paper and with shivering hand he wrote back to his son: "Who is a bum? Who is a bum?" until he got to the bottom of the sheet and then he signed it — "Your father."

The Candid Teacher

Teacher No. 1: Why does Professor Sayers talk so much?

Teacher No. 2: Perhaps he has been vaccinated with a phonograph needle!

A Long Wait

The young poet was visiting his old professor of English. "Do you think," he asked, "that my poems will be read after Tennyson, Shelley, Keats, and Markham are forgotten?"

"Yes," answered the professor, "but not until then."

Where He Washed

Teacher: "Now, I want you to notice how clean James's hands always are. James, tell the class how it is that you keep your fingers so nice."

James: "Ma makes me wash the dishes every morning." — *Pathfinder*.

Teacher: Robert, to drive home the lesson which was on charity and kindness, if I saw a man beating a donkey and stopped him from doing so, what virtue would I be showing?

Brotherly love, said Bobby.

"Now, Jimmy Jones," said the teacher, during a lesson on gravity, "what do you suppose Sir Isaac Newton felt when the apple fell on his head?"

"Well, teacher," said little Jimmy, "I 'spect he felt glad it wasn't a brick." — *N. Y. Sun*.

The Old Spirit

Graduate: Professor, I have made some money and I want to do something for my old college. I don't remember what studies I excelled in.

Professor: In my classes you slept most of the time.

Graduate: Fine! I'll endow a dormitory. — *Montreal Star*.

And How!

Teacher: What are people called who are always trying to point out other people's defects?

Willie: Teachers.



He Was Right

"Johnny, this essay on 'My Mother' is just the same as your brother's."

"Yes, ma'am. We have the same mother."

Buyers' News

PERSONAL NEWS

Death of Mr. Rowles. Mr. Ernest W. A. Rowles, head of the Rowles School Furniture and Supply Company, and for many years an important leader in the school-supply industry of the middle west, died at Chicago, on February 7. Mr. Rowles established the firm which bears his name 38 years ago and developed an inclusive line of furniture, supplies, and teaching aids. He was active in trade circles and in local civic and business associations. He was a native of Michigan and 63 years of age. Interment took place at Battle Creek. He is survived by his widow, Mrs. Susan Rowles, and a daughter, Mrs. Adeline Miller.

NEW PRODUCTS

Log Cabins Turned Into Pencils. Experts have agreed the southern red cedar makes the best pencil wood. This wood, which is straight-grained, free from warping or shrinking, soft, yet firm enough for firmly incasing tender leads, gives good satisfaction to the pencil maker and the pencil user. In recent years, red-cedar trees have fast disappeared and their scarcity has compelled the manufacturers to turn to other sources for a satisfactory wood.

The Reliance Pencil Company, with its factory in the south, has been fortunate enough to concentrate on southern red cedar for all its pencils. It has obtained from out-of-the-way places of the south, logs from old cabins and fence rails. These logs and rails, which have been mellowed by years of exposure to the weather, are ready without further aging for turning into pencils.

Ditto Establishes Distributing Service for Schools. Ditto, Inc., 2243 West Harrison St., Chicago, Ill., has recently made sales connections with leading school-supply distributors for the sale and use of Ditto machines and Ditto workbooks.

The firm maintains that the use of Ditto workbooks will be helpful to teachers who are faced with large classes. School officials facing reduced budgets will welcome Ditto products as a means of keeping up educational standards through the present economic situation.

Complete information concerning Ditto products is available upon request.

New Armstrong "Star" Drills. Armstrong Bros. Tool Company, Inc., 317 N. Francisco Ave., Chicago, Ill., has added a new line of "Star" drills to its list of Armstrong tools. The Armstrong drills are intended for hand drilling in concrete, stone, brick, plaster, tile, and asphalt, and are properly stiffened to prevent bending. Each drill is drop-forged from special high-carbon chisel steel, which is hardened and tempered to hold its sharpness.

The Armstrong line includes a complete list, with drills in all sizes, ranging from 8 in. to 24 in. in length, and in diameters from $\frac{1}{4}$ to 1 in. Each drill is of the four-point type and sells at the standard price.

Complete information will be sent upon request.

Stewart Fences for Schools. The Stewart Iron Works Company, Inc., of Cincinnati, Ohio, has issued its Catalog No. 75, describing and illustrating its line of Stewart fences for school purposes.

The catalog shows special fences for school playgrounds, swimming pools, tennis courts, and baseball fields. Both the chain-link wire fences and the several types of plain and ornamental iron or copper-bearing steel picket fences are fully described. Suggestive photographs of typical solutions of fencing problems are included.

The Stewart fences have been fully standardized and, as the catalog shows, posts, framework, gates, and fittings are obtainable for replacements and extensions.

The catalog, which will be sent to any school authority on request, also describes the Stewart flagpoles, window guards, and other specialties.

PX Cloth — A Modern Voyage of Discovery. This is the title of a beautifully printed and durably bound book, discussing in general the special problems of schoolbook binding and the necessity of providing schoolbooks with covers that are grease and water-proof and that will withstand the rough handling of children.

The book makes clear the special values of Fabrikoid or PX cloth, manufactured by the E. I. DuPont Company, Fabrikoid Division, Newburgh, New York. Fabrikoid is a lacquered fabric, which contains water-proof and wearproof qualities hitherto not available in any bookbinding material.

The book will be sent free of charge to any schoolman.

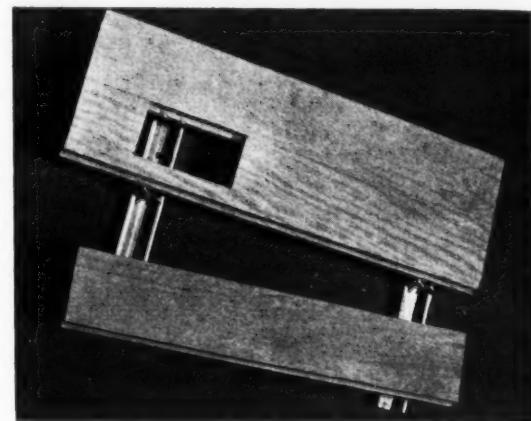
Nesbitt Heating and Ventilating Unit. John J. Nesbitt, Inc., Holmesburg, Philadelphia, Pa., has just issued a new bulletin, No. 223, describing and illustrating its Universal units and Buckeye Heatovents. The bulletin shows the advantages and disadvantages of the old single-control, double-control, air units and the superior economy of the syncretized air units for the

more perfect control of heating and ventilating in schoolrooms.

The Nesbitt new heating units are adjustable to perform in a variety of ways to give syncretized air. They perform with economy of fuel, greater recirculation of air, and with no drafts or overheating.

Complete information and prices are available to any school official, or architect, upon request, addressed to the home office of the firm or to any agency of the American Blower Co., Detroit, and Buckeye Blower Co., Columbus.

Loxit for School Floors. Knapp Brothers Mfg. Company, 605 W. Washington Blvd., Chicago, Ill., has issued an interesting and useful booklet, describing and illustrating the new "Loxit" system, a mechanical



THE LOXIT METAL CLIP SYSTEM OF LAYING WOOD FLOORS

method for laying ordinary strip-wood flooring, without the use of nails, wood sleepers, or mastic.

The "Loxit" system is a simple, but economical, way to lay standard tongue-and-groove floors, without nails or other fastening. A metal channel $1\frac{1}{8}$ in. wide by $\frac{1}{8}$ in. high, with overlapping top edges, is used instead of wood sleepers. The channel is laid over the subfloor 12 or 16 in. on center, in the same manner as the old wood sleepers. The wood flooring is laid in the same way that a nailed floor is laid, but instead of nails to fasten the flooring, a clever metal clip is used.



LAYING A FLOOR WITH LOXIT CLIPS

The tongue of the clips are slotted so that they may easily adjust themselves to the tongue and groove of the flooring. The clips may be applied with the speed of nailing and the resulting floor will not buckle or creep, but will be silent, and without gaping cracks. A floor laid with "Loxit" clips may be taken up and 98 per cent of the flooring may be salvaged.

Full details are available to school authorities.

• SUPT. WARNER TAYLOR, of Juniata, Nebr., has been re-elected for a third term.

• FOSTER B. SNOWDEN has been re-elected as supervising principal of schools at Conemaugh, Pa.

• C. E. WILLIAMS has been elected superintendent of schools at Madrid, Nebr., to succeed L. R. Graul.

• SUPT. JOHN B. HEFFELFINGER, of Newton, Kans., has been re-elected for another year.

• SUPT. M. E. LINDSEY, of Custer, S. Dak., has been re-elected for a tenth year.

• SUPT. J. F. HUGHES, of El Dorado, Kans., has been re-elected for a two-year term.

• SUPT. L. H. PETIT, of Chanute, Kans., has been re-elected for a term of two years.

• ALLEN J. PRATT has been elected president of the board of education at Coldwater, Mich.

• CHESTER F. BUFF has been elected as secretary of the board of education of Denver, Colorado. He succeeds W. A. E. Stutt.

• JOE C. ALCORN has been elected secretary of the board of education of Titusville, Pa.

The "REGULAR" School Trade Directory

ACOUSTICAL TREATMENT

Armstrong Cork & Insulation Co.
Celotex Company, The
Wood Conversion Company

ADJUSTABLE CHAIRS

Royal Metal Mfg. Company

AIR CONDITIONING

Nelson Corporation, Herman

ARCHITECTS

(See Architects Directory, page 6)

AUDITORIUM SEATING

American Seating Company

Heywood-Wakefield Company

Irwin Seating Company

National School Equipment Co.

Peabody Seating Company, The

AUTOMATIC TELEPHONE SYSTEMS

American Automatic Electric Sales Co.

Graybar Electric Co., Inc.

Western Electric Company

BLACKBOARD CLEANERS

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

BLACKBOARDS—COMPOSITION

Beckley-Cardy Company

BLEACHERS

Newcastle Products, Inc.

Wayne Iron Works

BOILER COMPOUNDS

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

BOOK BINDERS' CLOTH BOARD

Binders Board Manufacturers' Association

BOOK CASES

Kewaunee Mfg. Company

Kimball Company, W. W.

Peterson & Co., Leonard

BOOK COVER MATERIALS

DuPont de Nemours & Co., E. I.

Holliston Mills

BOOK COVERS

Holden Patent Book Cover Co.

BRUSHES

Continental Car-Na-Var Corp.

BRUSHES—FLOOR

Continental Car-Na-Var Corp.

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

BUILDING MATERIAL

Wood Conversion Company

BULLETIN BOARDS

Kewaunee Mfg. Company

Sheldon & Company, E. H.

CAFETERIA EQUIPMENT

Blickman, Inc., S.

Kewaunee Mfg. Company

Sheldon & Company, E. H.

CHAIRS

American Seating Company

Heywood-Wakefield Company

Irwin Seating Company

National School Equipment Co.

Peabody Seating Company, The

Rastetter & Sons Co., Louis

CHALK

Binney & Smith Company

CHARTS

Rand, McNally & Company

CLASSROOM TEACHING FILMS

Eastman Teaching Films, Inc.

CLEANING SUPPLIES

Continental Car-Na-Var Corp.

Finnell System, Inc.

Ford Company, The J. B.

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

CLOCKS—PROGRAM

International Business Machines Corp.

Standard Electric Time Co.

CIRCUIT ELECTRICAL DISTR. SYSTEM

Knapp Brothers Mfg. Co.

CORK TILE & CORK CARPET

Armstrong Cork & Insulation Co.

Congoleum-Nairn, Inc.

CORNER BEADS

Knapp Brothers Mfg. Co.

CRAYONS

Binney & Smith Company

DEADENING QUILT

Armstrong Cork & Insulation Co.

Cabot, Inc., Samuel

Celotex Company, The

Wood Conversion Company

DETERGENTS

Ford Company, The J. B.

DISHWASHING COMPOUNDS

Ford Company, The J. B.

Huntington Laboratories

Vestal Chemical Company

DISINFECTANTS

Continental Car-Na-Var Corp.

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

DOMESTIC SCIENCE FURNITURE

Kewaunee Mfg. Company

Kimball Company, W. W.

Peterson & Co., Leonard

Sheldon & Company, E. H.

DRAFTING ROOM FURNITURE

Kewaunee Mfg. Company

Kimball Co., W. W.

Peterson & Co., Leonard

Sheldon & Company, E. H.

DRINKING FOUNTAINS

Rundle-Spence Mfg. Co.

Taylor Company, Halsey W.

DUPLICATING MACHINES

Ditto, Inc.

ELECTRICAL EQUIPMENT

Westinghouse Elec. & Mfg. Co.

EMERGENCY LIGHTING

Electric Storage Battery Co.

ENGRAVERS

Premier Engraving Co.

ERASER CLEANERS

Palmer Products, Inc., The

ERASERS

Beckley-Cardy Company

Palmer Products, Inc., The

EXIDE BATTERIES

Electric Storage Battery Co.

FENCES—STEEL WIRE

Continental Steel Corporation

Cyclone Fence Company

Stewart Iron Works Co., The

Wayne Iron Works

FIRE ALARM SYSTEMS

Garrison Fire Detecting Systems

International Business Machines Corp.

Standard Electric Time Co., The

FLOOR COVERING

Armstrong Cork & Insulation Co.

Congoleum-Nairn, Inc.

FLOOR FINISHES

Continental Car-Na-Var Corp.

Finnell System, Inc.

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

FLOORING—COMPOSITION

Armstrong Cork & Insulation Co.

Congoleum-Nairn, Inc.

FLOOR TILE

Armstrong Cork & Insulation Co.

Congoleum-Nairn, Inc.

FLOOR SCRUBBING EQUIPMENT

Finnell System, Inc.

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

FLOOR TREATMENTS & COMPOUNDS

Continental Car-Na-Var Corp.

Finnell System, Inc.

Huntington Laboratories

Miracul Wax Company

Palmer Products, Inc., The

Vestal Chemical Company

FLOOR WAX

Continental Car-Na-Var Corp.

Finnell System, Inc.

Huntington Laboratories

Miracul Wax Company

Palmer Products, Inc., The

Vestal Chemical Company

FLOORING

Continental Car-Na-Var Corp.

Finnell System, Inc.

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

INKWELLS

Sengbusch Self-Closing Inkstand Co.

Squires Inkwell Co.

INSULATION

Armstrong Cork & Insulation Co.

Celotex Company, The

Wood Conversion Company

INTERIOR TRIM—METAL SANITARY

Knapp Brothers Mfg. Co.

JANITOR'S SUPPLIES

Continental Car-Na-Var Corp.

Finnell System, Inc.

Huntington Laboratories

Palmer Products, Inc., The

Vestal Chemical Company

KITCHEN EQUIPMENT

Westinghouse Electric & Mfg. Co.

LABORATORY APPARATUS

International Business Machines Corp.

Kewaunee Mfg. Co.

Standard Electric Time Co., The

LABORATORY FURNITURE

Kewaunee Mfg. Company

Kimball Company, W. W.

Peterson & Co., Leonard

Sheldon & Company, E. H.

LAUNDRY CLEANING SUPPLIES

Ford Company, The J. B.

LIBRARY FURNITURE

Kewaunee Mfg. Company

Kimball Company, W. W.

Peterson & Co., Leonard

Sheldon & Company, E. H.

LIGHTING EQUIPMENT

Graybar Electric Co., Inc.

Holophane Company, Inc.

Westinghouse Elec. & Mfg. Co.

LIGHTING—EM



STRAIGHT to its Mark

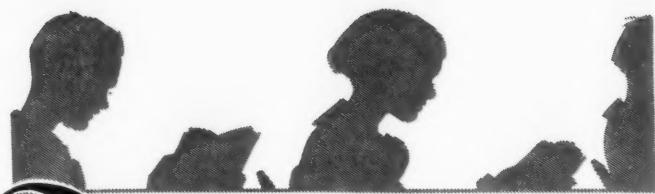
It's not by accident that the arrow flies straight to its mark. It has taken a lot of experience to acquire that skillful aim.

So, too, it has taken a continuous and careful study of maintenance cleaning operations to make Wyandotte Detergent satisfy its thousands of users so thoroughly. When you buy Wyandotte Detergent you increase the cleaning power of your dollar.

If you are not experiencing the satisfaction and economy of using Wyandotte Detergent write today for a free demonstration.



THE J. B. FORD COMPANY
WYANDOTTE, MICHIGAN



feet per hour



VS. SQUARE FEET PER HOUR

Which is Victorious in Your School?

Hundreds, perhaps thousands of feet each hour... wearing dirty, often muddy shoes... scuffing through corridors... scuffing beneath the desk. Are your floor scrubbing and floor polishing methods able to cope with them? Or are the floors showing the wear and tear? Are they taking on a steadily darkening hue... a gradually growing coat of grime?

What you need is a *Finnell!* It gives you the needed power... its short coupled wheel base gives more weight... General Electric Motor drives the brush directly. It covers more square feet per hour... at a lower cost than other methods, hand or machine.

OTHER ADVANTAGES:

Added Speed! Brush revolutions increased to 230 per minute.

Increased Mobility! A child can manage it with one hand. Wheels keep it under control. Super-offset design enables it to go under desks, benches, tables, machinery etc.

Marvelous Silence! Only two gears. Heat treated, hand polished worm gears, running in extra large grease case.

Why wait? Every day you continue to mop, scrub or polish floors by hand, or by an out-of-date machine, you are spending money you might just as well save. Let the new *Finnell* show you how. Write for free demonstration of the 100 series *Finnell*. Address FINNELL SYSTEM, INC., 803 East Street, Elkhart, Indiana. Canadian Distributor: Dustbane Products, Ltd., 207 Sparks Street, Ottawa, Ontario.

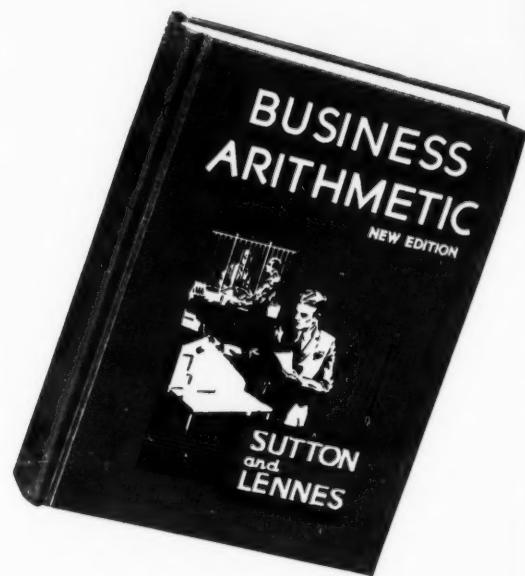
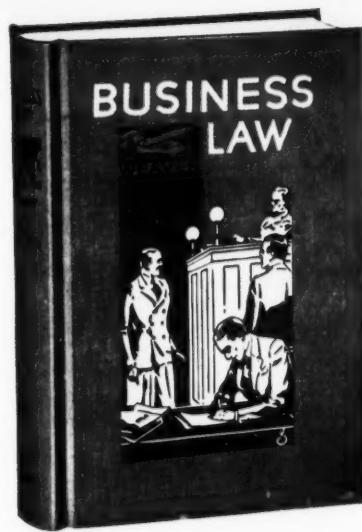
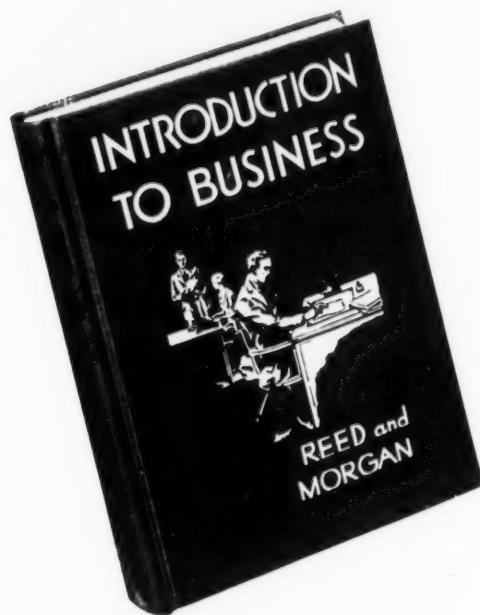


Finnell Waxes, Fillers, Powders Will Aid You!

Finnell Kote, a quick-setting wax, applied hot, is time saving, safe, long-lasting, non-slipping, quick-drying. A marvelous improvement.

Other products are *Aqua-Wax*, a universal liquid wax dressing; *Liquid-Kote* a high-quality floor dressing; *Fulfil*, for filling porous floors; *Solarbrite*, a safe, pure and effective vegetable oil soap solution; *Finola*, the standard scouring powder. Ask for sample, or descriptive folder.

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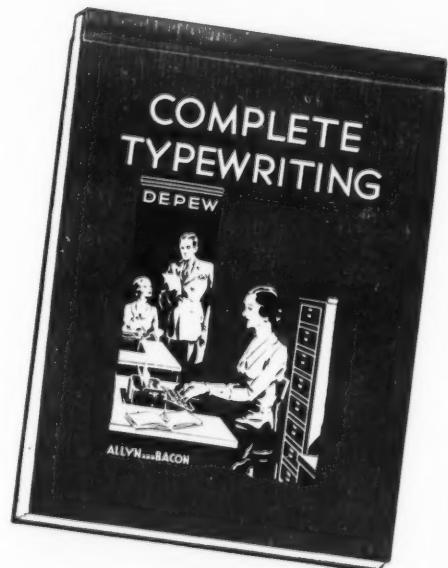
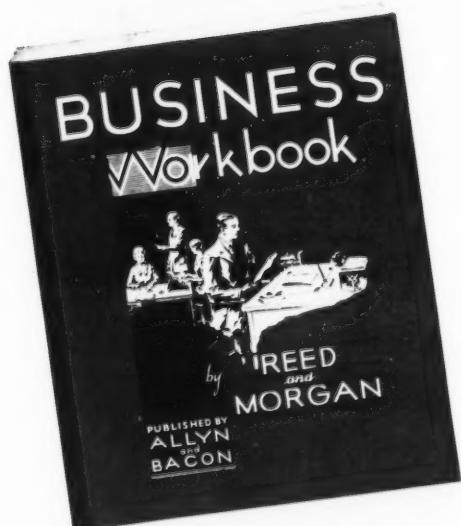
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